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EDUCATIONAL RESOURCES INFORMATION CENTER

February 1970

Volume 5 Number 2

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RESEARCH IN EDUCATION

A Monthly Abstract Journal announcing recently completed research and research-related reports and current research projects in the field of education.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/Office of Education
National Center for Educational Research and Development

Organization of Journal RESEARCH IN EDUCATION is made up of résumés and indexes. The résumés highlight the significance of each document and are numbered sequentially in the Document and Project Sections by ED or EP numbers. The ED prefix identifies Educational Resources Information Center (ERIC) selected documents of educational significance; the EP prefix identifies current Office of Education research projects.

The indexes which follow the résumés in each edition cite the contents by:

Subject
Author or investigator
Institution
Accession numbers

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February 1970 Volume 5 Number 2

Research in Education

ED 032 437 033 247 / EP 012 006-012 069

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RESEARCH IN EDUCATION

February 1978 Volume 9 Number 2

Research in Education

Introduction

Research in Education is prepared monthly by the Educational Resources Information Center (ERIC) to make possible the early identification and acquisition of reports of interest to the educational community. ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely educational research reports and projects. It consists of a coordinating staff in Washington, D.C. and 19 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

All the documents cited in the Document Résumé Section of the journal, except as noted, are available from the ERIC Document Reproduction Service. Availability and prices of document collections are to be found on the How To Order ERIC Document Reproductions page.

Document Résumés

SAMPLE ENTRY

DOCUMENT SECTION

SAMPLE ENTRY

ERIC Accession Number—identification number sequentially assigned to documents as they are processed. **ED 013 371** **64** **AA 000 223**

Author(s). **Norberg, Kenneth D.**

Title. **Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.**

Organization where document originated. **Sacramento State Coll., Calif.**

Date published. **Spons. Agency—USOE Bur of Research
Report No.—NDEA-VIIB-449
Pub Date—15 Apr 66
Contract—OEC-4-16-023**

Contract or Grant Number—contract numbers have OEC prefixes; grant numbers have OEG prefixes. **Note —Speech given before the 22nd National Conference on Higher Education, Chicago, Ill., 7 Mar 66.**

Alternate source for obtaining documents. **Available from—Indiana University Press, 10th and Morton St., Bloomington, Indiana 47401 (\$2.95)**

EDRS Price—price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS" other sources are cited above. **EDRS Price—MF-\$0.75 HC-\$5.24 129p.**

Legislative Authority Code for identifying the legislation which supported the research activity (when applicable). *

Clearinghouse accession number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number and/or Bureau Number—assigned by originator.

Descriptors—subject terms which characterize substantive contents. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the Thesaurus of ERIC Descriptors.

Informative Abstract.

Abstractor's initials.

Descriptive Note.

The field of analogic, or iconic, signs was explored to (1) develop an annotated bibliography and (2) prepare an analysis of the subject area. The scope of the study was limited to only those components of messages, instructional materials, and communicative stimuli that can be described properly as iconic. The author based the study on a definition of an iconic sign as one that looks like the thing it represents. The bibliography was intended to be representative and reasonably comprehensive and to give emphasis to current research. The analysis explored the nature of iconic signs as reflected in the literature and research.

* * * *

(AL)

* The key to these codes is as follows:

Code	Description	Code	Description
08	Adult and Vocational Education, Public Law 88-210	52	Library Research and Development, Public Law 89-320, Title II, Part B
16	Captioned Films for the Deaf, Public Law 85-905	56	New Educational Media, Public Law 85-864, Title VII, Part A
24	Cooperative Research, Public Law 89-10, Title IV	64	New Education Media, Public Law 85-864, Title VII, Part B
32	Disadvantaged Students Program, Public Law 89-10, Title I	72	Research in Foreign Countries, Public Law 83-480
40	Handicapped Children and Youth, Public Law 88-164	80	State Educational Agencies Experimental Activities, Public Law 89-10, Title V, Section 505
48	Language Development, Public Law 85-864, Title VI	88	Supplementary Centers and Services, Public Law 88-10, Title III
		95	Other Office of Education Programs

The résumés in this section are arranged in numerical order by ED number, and alphabetically by clearinghouse prefix initials and acquisition number. Each clearinghouse focuses on a specific field of education. However, the reader who is interested in a broad subject such as Reading may find pertinent résumés in allied clearinghouse entries. It is therefore important to consult the subject index for a more comprehensive search.

Clearinghouses and their prefixes follow in the order they and their entries appear in this section:

AA — North American Rockwell	JC — Junior Colleges
AC — Adult Education	LI — Library and Information Sciences
AL — Linguistics	PS — Early Childhood Education
CG — Counseling and Personnel Services	RC — Rural Education and Small Schools
EA — Educational Administration	RE — Reading
EC — Exceptional Children	SE — Science Education
EF — Educational Facilities	SP — Teacher Education
EM — Educational Media and Technology	TE — Teaching of English
FL — Foreign Languages, Teaching of	UD — Disadvantaged
HE — Higher Education	VT — Vocational and Technical Education

ED 032 437

Paisley, William

Sources of Information on Social Issues: Education, Employment, Public Health and Safety, Population, Etc. A Brief Guide for Journalists and Others. An Occasional Paper from ERIC at Stanford.

Stanford Univ., Calif. ERIC Clearinghouse on Educational Media and Technology.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Sep 69

Note—36p.

EDRS Price MF-\$0.25 HC-\$1.90

Descriptors—Business, Economics, Educational Research, Employment, Government Publications, *Information Centers, *Information Sources, Labor Conditions, Public Health, *Resource Guides, Safety

An introduction which explains the value of information centers in aiding the flow of knowledge in person to person communication of information is followed by references to print sources and information centers. Print sources, listed to show continuity in the "people-print-people" cycle, are offered on the subjects of education, public health and safety, business, labor, employment, economics, and government. In addition, the directories of the National Referral Center for Science and Technology which lead the search to other sources of information, are described. Information centers are listed according to the same subject areas as the above print sources, each reference containing a brief descriptive passage. (SP)

ED 032 438

Farr, Richard S.

Knowledge Linkers and the Flow of Educational Information. An Occasional Paper from ERIC at Stanford.

Stanford Univ., Calif. ERIC Clearinghouse on Educational Media and Technology.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Sep 69

Note—17p.

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors—Audiences, *Communication (Thought Transfer), Educational Needs, *Educational Research, Feedback, *Information Centers, *Information Dissemination, Information Sources, *Research Utilization

The flow of knowledge from researchers to users is aided by knowledge linkers who activate the interpersonal network of communication within the target audience. The linker enters this network by contacting (through periodicals, mass media, conventions, and directly) individuals in

the audience who are more active than others (gatekeepers). Once gatekeepers have been identified, the linker, aware of the stages through which idea adopters must pass before accepting a new idea, must successfully communicate to them an understandable, attention-getting message which arouses personality needs and makes appropriate suggestions to meet these needs. This message is then passed on to the rest of the target audience by word of mouth. The linker must also actively solicit audience needs and apply them to research products, serving as a two-way force for facilitating the flow of information. The linker's role, however, has been complicated by problems such as overload and marginality; when the functions of linkers are institutionalized, these problems, as well as the problems of lack of job security, coordination of activities, and specialization, are lessened. (A 13-item bibliography is included.) (SP)

ED 032 439

Hirsh, Carol, Comp. Pulver, Margaret, Comp.

Higher Education: A Bibliography of Documents Selected from January-June Research in Education, 1969. General Bibliography No. 2.

ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 69

Note—106p.

EDRS Price MF-\$0.50 HC-\$5.40

Descriptors—*Bibliographies, *Educational Research, *Higher Education, Information Retrieval, *Research Reviews (Publications)

Designed as an aid to researchers and others primarily interested in the field of higher education, this bibliography lists documents on higher education that appeared in the January through June 1969 issues of RESEARCH IN EDUCATION (RIE). In addition to documents abstracted by the Clearinghouse on Higher Education, it includes documents on higher education that fall within the scope of other clearinghouses and thus do not appear under the HE heading in RIE. The bibliography does not for the most part, however, include materials on educational facilities or junior colleges. The 613 entries fall within the subject areas of: alumni, curriculum and innovations, faculty, finance, foreign students and education, governance, graduate and professional education, institutional structure, libraries, services and personnel, planning and coordination, research, student characteristics, student role, teaching and learning, technology, university responsibility and social change. As well as the normal bibliographic information, entries include data on the

availability and price of the document and the issue of RIE in which the abstract appeared. A subject index is also included. Similar bibliographies will be prepared semi-annually. (JS)

ED 032 440

Burger, Henry G., Ed.

Ethnicity on Education: Report on a Conference of Spanish-Speaking, Amerindian, and Negro Cultural Leaders on Southwestern Teaching and Learning.

Southwestern Cooperative Educational Lab., Albuquerque, N. Mex.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-2827

Pub Date Jun 69

Contract—OEC-4-7-062827-3078

Note—42p.

EDRS Price MF-\$0.25 HC-\$2.20

Descriptors—*American Indians, *Educational Needs, *Educational Problems, Mexican Americans, *Negro Education, Spanish Americans, *Spanish Speaking

In May 1968, 10 leaders of Southwestern minority groups—Amerindians, Blacks, and Spanish-speaking—gathered to share their educational problems and discuss collective solutions. From their thoughts on assimilation and integration, on living conditions, curriculum, local school board control, and teacher education, two ambivalences emerged: (1) While the child should be educated to make a living in the modern world, he should also remain within the ethnic cultural fold. (2) While minority groups resent not having political power, some still fear formally organized political action groups. Remedies for these ambivalences and for the inferior education offered to non-Anglo children may lie in a pluralistic (rather than "melting pot") approach to culture in the schools, in different educational goals for non-Anglos, and most importantly—because each tribe and minority group is unique—in local ethnic control. (Appended are a 54-item bibliography and brief biographies on the participating groups: American G.I. Forum, Cherokee Nation of Oklahoma, Council on Spanish American Work, Inter-Agency Committee on Mexican American Affairs, League of United Latin American Citizens, NAACP, Navajo Amerindians, and Pueblo Amerindians. ED 024 653 is a related document.) (LP)

ED 032 441

Science Education Information Report, General

Bibliography Series 22, Teacher Education.

ERIC Information Analysis Center for Science Education, Columbus, Ohio.

Pub Date Jul 69

Note—36p.

EDRS Price MF-\$0.25 HC-\$1.90

Descriptors—*Bibliographies, Biology, College Science, Curriculum Development, *Educational Programs, Elementary School Science, Graduate Study, *Mathematics Education, Physical Sciences, Program Descriptions, *Science Education, Secondary School Science, Teacher Certification, Teacher Characteristics, *Teacher Education, Undergraduate Study

This is the second in the third series of general bibliographies developed to disseminate information on documents analyzed at the ERIC Information Analysis Center for Science Education. Reported are some 113 citations of selected documents related to teacher education in science and mathematics education. The documents included represent research reports, research reviews, manuals, textbooks, and other types. Citations are listed in alphabetical order by author and indicate sources, availability, and major ideas of the document. This bibliography updates, but does not replace, general bibliography 2 (ED 015 879) and general bibliography 12 (ED 026 278) produced earlier by this Center. (RH)

ED 032 442 AA 000 406

Science Education Information Report, General Bibliography Series 23, Instructional Equipment and Materials.

ERIC Information Analysis Center for Science Education, Columbus, Ohio.

Pub Date Jul 69

Note—88p.

EDRS Price MF-\$0.50 HC-\$4.50

Descriptors—Audiovisual Aids, *Bibliographies, Biology, College Science, Elementary School Science, Laboratory Equipment, *Mathematics Education, Physical Sciences, *Science Education, *Science Equipment, *Science Materials, Secondary School Science

This is the third in the third series of general bibliographies developed to disseminate information on documents analyzed at the ERIC Information Analysis Center for Science Education. Reported are some 366 citations of selected documents related to instructional equipment and materials in science and mathematics education. The documents included represent research reports, research reviews, manuals, textbooks, and other types. Citations are listed in alphabetical order by author and indicate sources, availability, and major ideas of the document. This bibliography updates, but does not replace, general bibliography 3 (ED 015 880) and general bibliography 13 (ED 026 279) produced earlier by this Center. (RH)

ED 032 443 AA 000 407

Science Education Information Report, General Bibliography Series 24, Curriculum.

ERIC Information Analysis Center for Science Education, Columbus, Ohio.

Pub Date Jul 69

Note—125p.

EDRS Price MF-\$0.50 HC-\$6.35

Descriptors—*Bibliographies, College Science, Conservation Education, *Curriculum, *Curriculum Development, Curriculum Guides, Elementary School Science, Inservice Education, Integrated Curriculum, International Education, *Mathematics Education, Outdoor Education, *Science Education, Secondary School Science, Teacher Education, Teaching Guides

This is the fourth in the third series of general bibliographies developed to disseminate information on documents analyzed at the ERIC Information Analysis Center for Science Education. Reported are some 460 citations of selected documents related to curriculum and curriculum development in science and mathematics education. The documents included represent research reports, research reviews, manuals, textbooks, and other types. Citations are listed in alphabetical order by author and indicate sources, availability, and major ideas of the document. This bibliography updates, but does not replace, general bibliography 4 (ED 017 473) and general bibliography 14 (ED 026 280) produced earlier by this Center. (RH)

ED 032 444 AA 000 408

Science Education Information Report, General Bibliography Series 25, Achievement.

ERIC Information Analysis Center for Science Education, Columbus, Ohio.

Pub Date Jul 69

Note—26p.

EDRS Price MF-\$0.25 HC-\$1.40

Descriptors—Ability Grouping, Able Students, *Academic Achievement, *Achievement, *Bibliographies, Biology, College Science, Concept Formation, Critical Thinking, Elementary School Science, Evaluation, Instruction, *Mathematics Education, Physical Sciences, *Science Education, Secondary School Science, Student Characteristics, Teaching Methods

This is the fifth in the third series of general bibliographies developed to disseminate information on documents analyzed at the ERIC Information Analysis Center for Science Education. Reported are some 64 citations of documents related to student achievement in science and mathematics education. The documents included represent research reports, research reviews, manuals, textbooks, and other types. Citations are listed in alphabetical order by author and indicate sources, availability, and major ideas of the document. This bibliography updates, but does not replace, general bibliography 5 (ED 015 878) and general bibliography 15 (ED 026 281) produced earlier by this Center. (RH)

ED 032 445 AA 000 409

Science Education Information Report, General Bibliography Series 27, Science and Society, History of Science Education, Science History, General Studies and Surveys.

ERIC Information Analysis Center for Science Education, Columbus, Ohio.

Pub Date Jul 69

Note—27p.

EDRS Price MF-\$0.25 HC-\$1.45

Descriptors—*Bibliographies, Biology, College Science, Educational Research, Elementary School Science, Instruction, International Education, Physical Sciences, *Science Education, *Science Education History, *Science History, Scientific Enterprise, Scientific Literacy, Secondary School Science, *Socioeconomic Influences, Teacher Education

This is the seventh in the third series of general bibliographies developed to disseminate information on documents analyzed at the ERIC Information Analysis Center for Science Education. Reported are some 87 citations of selected documents in the areas of (1) science and society, (2) the history of science education, (3) science history, and (4) general studies and surveys. The documents included represent research reports, research reviews, manuals, textbooks, and other types. Citations are listed in alphabetical order by author and indicate sources, availability, and major ideas of the document. This bibliography updates, but does not replace, general bibliography 7 (ED 021 771) and general bibliography 17 (ED 026 283) produced earlier by this Center. (RH)

ED 032 446 AA 000 410

Science Education Information Report, General Bibliography Series 28, Legislative Acts and Reports, Administration and Supervision, Science Facilities.

ERIC Information Analysis Center for Science Education, Columbus, Ohio.

Pub Date Jul 69

Note—17p.

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors—*Administration, *Bibliographies, Biological Sciences, College Science, Elementary School Science, Federal Aid, Federal Programs, *Legislation, Mathematics Education, Outdoor Education, *Science Facilities, Secondary School Science, *Supervision

This is the eighth in the third series of general bibliographies developed to disseminate information on documents analyzed at the ERIC Information Analysis Center for Science Education. Reported are some 39 citations of selected documents in the areas of (1) legislative acts and reports, (2) administration and supervision, and (3) science facilities. The documents included represent research reports, research reviews, manuals, textbooks, and other types. Citations are listed under the major areas in alphabetical order by author and indicate sources, availability, and major ideas of the document. This bibliography updates, but does not replace, general bibliography 8 (ED 021 766) and general bibliography 18 (ED 026 284) produced earlier by this Center. (RH)

ED 032 447

52

AA 000 411

Kottenstette, James P.

An Investigation of the Characteristics of Ultrafiche and Its Application to Colleges and Universities. Interim Report.

Denver Univ., Colo.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0826

Pub Date 31 Aug 69

Contract—OEC-0-8-080826-4648

Note—230p.

EDRS Price MF-\$1.00 HC-\$11.60

Descriptors—College Libraries, College Students, *Educational Technology, *Higher Education, *Information Science, Information Utilization, Instructional Materials, Man Machine Systems, *Microfiche, *Microforms, University Libraries, Use Studies

The investigation of ultrafiche technology and its applications in higher education resulted in an unanticipated far-reaching study on the general use of microfiche. This occurred when it was found (1) that reader presentations of typical educational materials were of excellent quality throughout the range of reduction ratios investigated, 32x to 150x, and (2) that student reading rate and comprehension when using reader presentations of materials were independent of reduction ratio and essentially equal to that obtained on hardcopy. These developments transformed the study from one exploring "Can a student use an ultrafiche presentation?" to one that asked "Will a student use a microform presentation?" "Broad usage on a routine basis" was accepted as the overall application criterion. The study of microform application was approached in two ways. One approach considered library application from the economic and administrative standpoints; the other centered on applications that could have great value to many students, i.e., those consistent with routine usage. In addition to the development of these applications, experiments were undertaken to explore the utility of microform presentation in terms of user performance and user acceptance. An attempt was made to identify the presentation factors operative at the interface of man and machine which create negative attitudes toward the use of microfiche, and to organize these factors into a conceptual framework to show both relationships and fundamental considerations for improving acceptance. Two secondary research projects were also conducted during the course of the investigation. In one study, the library at the University of Denver was characterized from the separate viewpoints of the microfiche systems designer and of the microfilming specialist through an analysis of a sample of books. The second study developed a method for evaluating image quality in terms of readability and of visibility. A discussion section in the report integrates the separate studies into a consistent statement on the considerations involved in microform publishing (particularly ultrafiche) for educational applications. Objectives in continuing the overall program are also discussed. (JH)

ED 032 448 AA 000 412

Hearn, Norman Eugene

Innovative Educational Programs: A Study of the Influence of Selected Variables Upon Their Continuation Following the Termination of Three-Year ESEA Title III Grants.

Pub Date 30 Sep 69

Note—341p.; Dissertation submitted to the Faculty of the School of Education of The George Washington University in partial satisfaction of the requirements of the degree of Doctor of Education.

EDRS Price MF-\$1.50 HC-\$17.15

Descriptors—Diffusion, *Educational Innovation, Educational Programs, Education Service Centers, *Federal Aid, Federal Programs, *Innovation, *Program Effectiveness, School Superintendents, School Systems, Supplementary Education, Surveys

Identifiers—Elementary and Secondary Education Act (Title 3), ESEA Title 3, *Title 3 Grants

A study was made to determine the extent to which educational innovations developed through federally funded projects of Title III of the Elementary and Secondary Education Act are continued and thus adopted by the local public school system or by other school systems in the United States. Information was obtained by a

questionnaire survey of the school superintendents of the applicant school districts for the 330 operational projects which had been approved and funded by the U.S. Office of Education in fiscal year 1966 for a 3-year period. These projects were then analyzed according to selected variables—(1) the characteristics of the school systems in which the projects operate, (2) the personal characteristics of the projects themselves—in order to determine which factors, if any, were associated with the continuation of Title III projects in local school districts. The survey yielded that 279 (84.5%) of the 330 projects in the survey were continued. Continuation was found to be associated with such project characteristics as cost and preparation of materials, such situational or system variables as wealth and community norms, and such superintendent characteristics as age and education. The average project was responsible for stimulating 20 similar new projects in other schools. The study findings were intended for use by granting institutions (federal, state, and private) in helping to refine the criteria used to review and evaluate proposals for innovative programs, and by school superintendents in aiding decision making regarding the installation of innovations. (JH)

ED 032 449 AA 003 413
Residential Adult Education. Current Information Sources, No. 25.

Syracuse Univ., N.Y. ERIC Clearinghouse on Adult Education.
Pub Date Oct 69
Note—47p.

EDRS Price MF-\$0.25 HC-\$2.45

Descriptors—*Adult Education, *Annotated Bibliographies, Conferences, Continuing Education Centers, Directories, Family Life Education, Folk Schools, Historical Reviews, Instructional Education, Labor Education, Management Education, Participant Characteristics, Professional Education, *Residential Programs, Sensitivity Training, Surveys

This annotated bibliography contains 113 entries, mainly 1964 or later and most with abstracts, covering the residential method; historical reviews (including the rise of the Scandinavian folk high schools); bibliographies on instructional methods and techniques and related aspects of residential education; directories of facilities, programs, and learning resources; conference planning and administration; program descriptions from such areas as professional education, management training, inservice training, sensitivity training, labor education, family life education, and the contemporary folk schools; proposals for continuing education centers; programs and institution surveys; clientele surveys; and foreign residential education. The document includes notes on availability, a list of ERIC/AE publications, and instructions for ordering from the ERIC Document Reproduction Service. (ly)

ED 032 450 24 AA 003 414
Wood, Leslie A.

Sampler: Contemporary Strategies in Teaching Social Studies, Junior and Senior High School. Supplement: Authoritative Commentary and Bibliography. Annotated Bibliography.

Cooperative Educational Research Lab., Inc., Northfield, Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-6-1391

Pub Date May 69
Contract—OEC-3-7-061391-3061
Note—80p.

EDRS Price MF-\$0.50 HC-\$4.10

Descriptors—Educational Objectives, Educational Research, Evaluation Techniques, *Research Reviews (Publications), *Secondary School Teachers, *Social Studies, Teacher Attitudes, Teacher Behavior, Teacher Evaluation, Teacher Improvement, *Teaching Methods, Teaching Techniques

The purpose of this three-part publication is to enable junior and senior high school social studies teachers to assess and compare their professional goals and strategies with those of their colleagues and with current objectives and teaching behaviors recommended by education specialists and social studies researchers. The "Sampler" contains eight questions and 27 representative social studies approaches to help a teacher identify his teaching goals and the strategies and materials necessary to achieve them. Over 125 research re-

ports related to the teaching strategies listed in the Sampler are noted and briefly discussed in the "Supplement." The "Annotated Bibliography" provides expository and contextual details about the reports and articles cited in the Supplement. (LH)

ED 032 451 AA 003 415

Culmer, Mabel
Prospectus for Developing a Reading Resources Network Center.

Indiana Univ., Bloomington.

Pub Date Nov 69

Note—40p.

EDRS Price MF-\$0.25 HC-\$2.10

Descriptors—Colleges, Educational Research, *Information Centers, *Information Dissemination, *Information Networks, Information Services, Microfiche, *Reading, *Reading Research, Universities

Guidelines for establishing reading resources information centers in the reading programs of 25 universities and colleges strategically located throughout the United States are suggested. The 25 center directors are listed, with a map showing the school's location in each case. The central coordinator for the system is the ERIC Clearinghouse on Retrieval of Information and Evaluation on Reading (ERIC/CRIER), which is jointly sponsored by the International Reading Association, Indiana University, and the Educational Resources Information Center (ERIC) of the United States Office of Education. Included in this prospectus are a schedule of major activities, lists of long-range and immediate objectives, an organizational plan, lists of equipment and materials with approximate cost, and procedures for processing information requests, information dissemination, and evaluation of services. A complete set of ERIC/CRIER publications, which will be provided for reference, are listed in an appendix. Also listed are International Reading Association publications which will be purchased for inclusion in the basic collection. Other information sources recommended by ERIC/CRIER can be found in the "Current Index to Journals in Education" (CIJE). (CM)

ED 032 452 AA 003 416

Berridge, Wayne E. Harris, Larry A.
Guide to Materials for Reading Instruction, Supplement 1.

Indiana Univ., Bloomington.

Pub Date Sep 69

Note—180p.

EDRS Price MF-\$0.75 HC-\$9.10

Descriptors—*Audiovisual Aids, Developmental Reading, *Instructional Materials, *Reading Instruction, *Reading Materials, *Supplementary Reading Materials

This "Guide" was prepared in order to inform educators of the variety of new materials available in the field of reading instruction. The supplement updates the original volume published in September 1968 and is meant to be used with the original "Guide." New publications since that date, as well as additional publishers who have joined the original 78, are included. Hard cover and paperback books, workbooks, audiovisual aids, teacher resources, and boxed materials are listed under either Basal or Nonbasal categories. Information on reading difficulty level, interest level, and skills developed is also given. Levels range from kindergarten through adult. Trade books, except as special collections or series designed as supplementary materials for reading instruction, are not included. Addresses of all publishers are given. (CM)

ED 032 453 AA 003 417

Laffey, James L. And Others
Research on Reading from "Research in Education."

Indiana Univ., Bloomington.

Pub Date Nov 69

Note—400p.

EDRS Price MF-\$1.50 HC-\$20.10

Descriptors—Abstracts, *Bibliographies, Educational Programs, *Educational Research, *Reading, Reading Programs, *Reading Research, *Research Projects

All reading-related projects and reports were selected from "Research in Education," July 1967 to December 1968, for inclusion in this abstract bibliography. The reports included were processed by the staff of the ERIC Clearinghouse on Reading and were submitted to "Research in

Education." The total list of 617 document references is divided into three parts. Documents in Part I are available from the ERIC Document Reproduction Service. Documents in Part II are not available from the ERIC Document Reproduction Service, but in many cases references to where these studies are published or information for ordering the documents is included with the abstracts. Documents in Part III were processed by the Clearinghouse for quick availability and, therefore, appeared in the first few pages of each issue of "Research in Education" prior to the regularly numbered documents. These cited documents are also available from the ERIC Document Reproduction Service. Each entry includes citation data, index terms, price information, order numbers, and a descriptive abstract. Detailed instructions for ordering microfiche or hard copies from the ERIC Document Reproduction Service are appended. (CM)

ED 032 454 AC 003 958

Knox, Alan B.

Promising Directions for Research Regarding

Adult Education in Latin America.

Pub Date 23 Sep 66

Note—18p.

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—*Adult Education, Case Studies (Education), Comparative Analysis, *Data Collection, Educational Needs, Educational Objectives, Innovation, National Programs, Professional Services, Program Descriptions, Research Criteria, *Research Needs, Validity Identifiers—*Latin America

Documents about adult education in Latin America at the Survey and Analysis Center of the Adult Education Association of the U.S.A. were reviewed to identify promising research directions. A theoretical framework for research should be developed and should include definitions of concepts and variables in different settings and identification of problem areas for study. A working relationship with persons in Latin America should be established and an inventory listing made of available materials. Other studies should include validation information on national reports; program descriptions; case studies of effective programs; descriptions of specific professional practices; needs, problems, and clientele toward whom programs are directed; needs not being met; comparative studies; approaches useful in other countries; contributions of adult education in preparing national development plans; characteristics of programs which are most effective; study of criterion measures; analysis of critical incidents; evaluation of return on investment; and user studies. The Adult Education Association could encourage research by making available suggestions for research, by providing opportunities for conferences, and possibly by helping to secure funding. (eb)

ED 032 455 AC 004 472

National Policy Statement on Staff Training and Development.

Wisconsin Univ., Madison. University Extension.

Pub Date 68

Note—13p.

Available from—Division of Staff Development, University Extension. The Univ. of Wisconsin, 432 North Lake St., Madison, Wisconsin 53706 (\$4.00)

Document Not Available from EDRS.

Descriptors—*Educational Needs, *Extension Agents, *Inservice Education, *Preservice Education, *Rural Extension

Identifiers—Cooperative Extension Service

The needs of Extension Staff members for learning experiences which will develop their knowledge and skill in Extension procedures, in understanding clientele, in evolving essential program content, and in directing the teaching-learning and administrative processes are varied. Staff training and development personnel should work closely with administrators in identifying priority needs, recommending policies, and helping to supply alternative means to meet needs. (author/nl)

ED 032 456 AC 004 647

Programs, Problems and Needs in Women's Continuing Education; Proceedings of a Statewide Conference for Institutions of Higher Education, Community and Government Representatives (Seattle, Washington, November 8, 1968).

Washington Univ., Seattle. Office of Women's Continuing Education.

8 Document Resumes

Pub Date 68
Note—70p.

Available from—Office of Women's Continuing Education, University of Washington, Seattle, Wash. 98105 (\$1.00)

Document Not Available from EDRS.

Descriptors—*Career Planning, Counseling, Educational Innovation, *Educational Needs, *Employment Opportunities, *Equivalency Tests, Health Occupations, Middle Aged, Personnel Needs, Rural Extension, Universities, Volunteer Training, *Women's Education

Identifiers—College Level Examination Program, Eastern Washington State College

A conference on women's continuing education explored ways in which institutions of higher education in the State of Washington can develop innovative programs to meet the needs of women, particularly those in their middle years. Exploration involved (1) identifying the communities' needs for more effective use of woman power, both paid and volunteer; (2) defining steps which must be taken to expand opportunities for women; (3) providing information on programs which are in process in various states; (4) discussing ways in which all educational institutions can work together to implement new and relevant programs for women; and (5) planning for interinstitutional and interdisciplinary cooperation. Descriptions were given of the College Level Examination Program, Eastern Washington State College Continuing Education for Women, and the educational program at Oak Harbor Naval Air Station. (nl)

ED 032 457

AC 004 698

Shanas, Ethel And Others
Old People in Three Industrial Societies.

Pub Date 68
Note—478p.

Available from—Atherton Press, 70 Fifth Avenue, New York, N.Y. 10011 (\$15.00)

Document Not Available from EDRS.

Descriptors—Age, Emotional Problems, *Family Relationship, Family Structure, *Financial Needs, Geriatrics, *Health, Interviews, Low Income Groups, Medical Services, *Older Adults, Research, Retirement, *Social Isolation, Statistical Data, Welfare Services

Identifiers—Denmark, Great Britain, United States

The description and present capacities of the elderly populations of Denmark, Great Britain, and the United States in relation to their social and economic circumstances are outlined in this study, using statistical data, interviews, and case studies. Aspects of the life of the elderly which receive extensive consideration include health; relationship with family; availability and use of medical and welfare services; emotional outlook, particularly as manifested in a sense of isolation, loneliness, or desolation; and financial resources and the role of the government in supporting low income receivers. The study concludes that, although the elderly are more strongly integrated into industrial society than is generally assumed, there is also an uneasy separateness of the aged that might best be characterized as a potential or embryonic "class." The cross-national nature of the study is intended to provide new insights into the adequacy of government provision for the elderly. (mf)

ED 032 458

AC 005 039

Higher Education Report of the Committee Appointed by the Prime Minister under the Chairmanship of Lord Robbins, 1961-63.

British Committee on Higher Education, London (England).

Pub Date Oct 63
Note—352p.

Available from—Her Majesty's Stationery Office, York House, Kingsway, London W.C. 2, England (15s)

Document Not Available from EDRS.

Descriptors—Academic Freedom, Administrative Organization, Colleges, Courses, Educational Finance, Educational Opportunities, Enrollment, *Evaluation, Federal Government, Government Role, *Higher Education, Liberal Arts, *National Surveys, Personnel, Statistical Data, Teacher Education, Technical Education, Universities

Identifiers—*Great Britain

Based on results of inquiry throughout Great Britain and in several other nations, this report describes and evaluates the British system of higher education. Its present structure (including

full-time and part-time study, overseas students, women's education, and entrance qualifications) is outlined, and comparisons are made with the United States, the Soviet Union, and Western Europe. The probable demand for higher education up to 1980 is assessed, as is the extent to which educators should attempt to meet the demand. An examination of the relationship between higher education and the school system is followed by chapters which cover the work of universities, teachers' colleges, technological institutions, and the further education system, and suggest a pattern for the future. Problems of staffing, teaching, finance, academic freedom, the internal administration of educational institutions, and the role of the national government are also examined. The document includes 66 charts and tables, an index, a glossary, and appendixes relating to the inquiry itself. (ly)

ED 032 459

AC 005 049

Duke, Christopher

The London External Degree and the English Part-Time Degree Student. Leeds Studies in Adult Education, No.2.

Leeds Univ. (England).

Pub Date 67

Note—21p.

Available from—Leeds University Press, Leeds, England (2s 6d)

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—Accreditation (Institutions), Degrees (Titles), *Higher Education, *Part Time Students, *University Extension

Identifiers—University of the Air

The paper attempts to analyze the work of the London external degree and its place in the fluid system of higher and further education. Oxford and other universities have traditional extramural departments strictly concerned with non-vocational, usually non-examined, non-degree courses; London University has been serving the majority of England's part-time students. The binary system reveals two approaches: (1) colleges which are supervised by the Council of National Academic Awards responsible for forcing up standards of amenities and directing students into specific careers; (2) the training for a traditional arts degree irrespective of subsequent occupation. Areas of concern are: Technological colleges which were converted into universities are being filled by arts students; the University of the Air might do no more than overlap with the work being done by Workers' Educational Authority, other adult education centers, colleges of further education and the British Broadcasting Corporation. Sufficient investigation has not been done to properly assess the students who will be served by the University of the Air. (nl)

ED 032 460

AC 005 054

Quattlebaum, Charles A.

Federal Educational Policies, Programs and Proposals. A Survey and Handbook. Part III: Analysis and Classification of the Programs.

Library of Congress, Washington, D.C.

Pub Date Dec 68

Note—356p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.50)

EDRS Price MF-\$1.50 HC Not Available from EDRS.

Descriptors—Academic Achievement, Administrative Agencies, *Classification, *Education, Educational Policy, *Federal Government, *Federal Programs, Foundation Programs, Geographic Regions, International Organizations, Program Administration, *Training

This volume, the third of a three-part handbook of Federal educational policies, programs, and proposals, analyzes and classifies the Federal training and educational programs under the headings of (1) method of administration, (2) levels of education concerned, (3) geographic areas affected, and (4) number and types of persons affected. In addition to a program-by-program factual report, four chapters summarize these same headings for the whole Federal Government. Programs discussed include the educational activities of international organizations in which the United States participates. Some general patterns and issues are briefly discussed in the final chapter including proposals for a cabinet level Department of Education and Manpower Training, and a National Foundation for the Social Sciences. (dm)

ED 032 461

AC 005 069

Civil Service Training 1967-68.

Pub Date 69

Note—62p.

Available from—Her Majesty's Stationery Office 1969, 49 High Holborn, London W.C. 1, England (12s 6d net)

Document Not Available from EDRS.

Descriptors—Adult Vocational Education, *Communication Skills, *Government Employees, *Inservice Programs, International Programs, *Management Development, Off the Job Training, Orientation, *Public Administration Education, Released Time, Statistical Data, Supervisory Training, Training Techniques

Identifiers—Great Britain

A report on civil service training in Great Britain includes information on: (1) the Fulton Committee and Training; (2) management training; (3) training in machinery of government and administration; (4) induction and supervision; (5) specialized and vocational training; (6) communication and methods; organization of training; (7) further education; (8) sabbatical and study leave; (9) international conferences, union, and organizations; and (10) plans for 1968-69. Appendixes contain courses held centrally; courses arranged centrally but held externally; summary of courses held at a training center for small departments; record of attendance at business schools; centrally administered fellowships and bursaries; and record of Western European Union study visits. Statistical tables present data on: inservice training; management training; external courses in official time, leading to recognized qualifications; external courses in official time, not leading to recognized qualifications; adult further education (mainly in own time); and day release for civil servants under eighteen. (nl)

ED 032 462

AC 005 072

Buchanan, Derek Percy, Keith

Emergent Patterns in LEA Adult Education.

National Inst. of Adult Education, London (England).

Pub Date Aug 69

Note—45p.

Available from—National Institute of Adult Education (England and Wales), 35 Queen Ann Street, London W1M 0BL England (5s 6d)

Document Not Available from EDRS.

Descriptors—Attendance Patterns, *Continuing Education Centers, Enrollment, Financial Support, *General Education, *Organization Size (Groups), *Public School Adult Education, *Tuition, Youth Clubs

This book deals with three aspects of adult non-vocational classes as provided directly by Local Education Authorities: fees charged in recent years and the association of variations in them with numbers of enrollments; variations in the provision of classes as between authorities of comparable size; and patterns of student enrollment as revealed in the records of a single community-college type center. Changes in down payment, length of session "bought," discriminatory charges for some classes, boundary, and minimum numbers required affect enrollments. Local factors affect provisions for classes made by authorities of comparable size. Patterns of enrollment reveal that classes in domestic and women's crafts, physical education, and arts and languages are common. Many authorities are moving toward the community college/adult education center type of institution. (nl)

ED 032 463

AC 005 099

NASULGC Council on Extension, Committee on Program Innovation and Action Oriented Research: 1968 Report. Part 1. Program Innovations. Part 2. Action Oriented Research.

National Association of State Universities and Land Grant Colleges, Washington, D.C.

Pub Date Nov 68

Note—145p.

EDRS Price MF-\$0.75 HC-\$7.35

Descriptors—Action Research, Civil Defense, Educational Innovation, Educational Television, Fine Arts, *Land Grant Universities, Law Enforcement, Management Development, Professional Continuing Education, *Program Descriptions, Public Affairs Education, Race Relations, *State Universities, *University Extension, Womens Education

This report on extension activities of member institutions of the National Association of State Universities and Land Grant Colleges describes

9) program innovations and action oriented research activities. Objectives, sponsorship, program evaluations, and other data are cited for program innovations in such areas as continuing medical education, engineering and science, drama, family therapy, gerontology, management development, religious education, poverty, public administration, law enforcement, and oceanography. Projects on educational television, women's education, poverty, law enforcement, youth employment, civil defense, air pollution, management development, correspondence study, women's education, and several other topics appear in the second section. (ly)

ED 032 464 AC 005 100

Burns, Derwood G.
Exploring for Clientele Attitudes Toward Agricultural Extension Programming.
Missouri Univ., Columbia. Extension Div.
Pub Date May 69

Note—77p.
EDRS Price MF-\$0.50 HC-\$3.95

Descriptors—*Attitudes, Bibliographies, Business, Community Leaders, *Farmers, Income, Industry, Information Dissemination, Information Utilization, Participant Satisfaction, Questionnaires, *Regional Programs, *Rural Extension, *Specialists, Statistical Data, Surveys
Identifiers—New York State

Agricultural extension sometimes fails to relate itself to the total socio-economic picture of the community as it establishes policies and programs for the future; this research attempts to explain some concerns of farmers related to this problem, particularly the hiring of regional specialists. Data were gathered by a questionnaire given to over 400 farm owners who were members of the Genesee County (New York) Cooperative Extension Association, Agricultural Division, in 1968. Among revelations of the questionnaire were: (1) the majority of clientele felt that staff members providing leadership for agricultural program should be specialists; (2) a significant number felt that agent visits lacked uniformity and that specialization favored some producers; (3) the lower gross sales clientele were more likely to feel alienated by present programming efforts; (4) the higher gross sales clientele were more likely to be participating in and using area extension programs and staff resources; and (5) the majority of all clientele felt that farmers, local businessmen, industry, and public leaders needed to be aware of and understand developments that could affect each other's actions and decisions. The document includes a bibliography of related literature, numerous tables, and a sample questionnaire. (nl)

ED 032 465 AC 005 101

Buck, Roy C., Ed. Rath, Robert A., Ed.
Community Development, Problems and Prospects. Proceedings of a Commonwealth Conference, University Park, Pennsylvania, March 7-9, 1965.

Pennsylvania State Univ., University Park. Continuing Education.
Pub Date 65

Note—104p.

Available from—Center for Continuing Liberal Education, Pennsylvania State University, University Park, Pennsylvania 16802.

Document Not Available from EDRS.

Descriptors—City Government, *City Planning, *Community Development, Cost Effectiveness, *Economic Development, *Interagency Cooperation, Land Use, Leadership, Objectives, Universities, Urban Areas
Identifiers—Indiana, *Pennsylvania, Vermont

Conference papers on community development problems and prospects deal with needs, methods, objectives, resources, and the role of universities, with particular reference to urban areas. Concerns include deficiencies in knowledge, leadership, government, and the quality of urban life; land use and urban design; principles of economic development and redevelopment as illustrated by successes in Burlington, Vermont, and Evansville, Indiana; the costs and benefits of intergovernmental relations; intergovernmental cooperation in Pennsylvania; and cooperation among academicians, businessmen, and politicians to improve urban leadership. (ly)

ED 032 466

Fraser, Richard Dempsey

An Appraisal of the Status and Future of the Continuing Education (Non-Credit) for Engineers in the United States.

Ohio State Univ., Columbus.

Pub Date 69

Note—82p.; M.A. Thesis.

EDRS Price MF-\$0.50 HC-\$4.20

Descriptors—Attendance, Business, *Educational Needs, Educational Responsibility, *Engineers, *Evaluation, Federal Government, Industry, Masters Theses, *Noncredit Courses, Obsolescence, Professional Associations, *Professional Continuing Education, Universities

The current status of noncredit continuing engineering education is described and criticized to facilitate the planning of future activity in this field. First, in a review of the background and current nature of continuing education in general, it is shown that rapid technological change makes periodic continuing education imperative for engineers. Pertinent findings of the Joint Advisory Committee on Continuing Engineering studies, and its recommendations for future action by universities, industry, technical societies, and the Federal government, are cited. In addition, continuing education in the fields of commerce and medicine is briefly reviewed and assessed. It is concluded that future emphasis should be directed toward organization and program development at the local rather than national level, under the direction of local planning groups. Ultimate responsibility should rest with the engineering societies. (Author/ly)

ED 032 467 AC 005 105

Inventory of Continuing Education Activities in Pennsylvania Institutions of Higher Learning.

Pennsylvania State Univ., University Park.

Pub Date 69

Note—35p.

EDRS Price MF-\$0.25 HC-\$1.85

Descriptors—*Adult Education Programs, *Community Colleges, Conferences, Credit Courses, Graduate Study, *Higher Education, Junior Colleges, Noncredit Courses, *Private Colleges, Questionnaires, Special Degree Programs, *State Universities, Undergraduate Study
Identifiers—*Pennsylvania

An inventory of continuing education activities in institutions of higher learning in Pennsylvania produced a 92% return of questionnaires (145) from private colleges and universities, junior and community colleges, state aided colleges and universities, state related colleges, and state universities and colleges. Activities were classified by the following program categories: associate degree credit, undergraduate degree credit, graduate degree credit, nondegree credit, noncredit, and conferences-workshops-seminars. Data are tabulated by participation by program categories, distribution of courses by credit categories and academic subject areas, and distribution of programs by subject areas. The appendix includes the questionnaire and a listing of institutions responding to the survey with types of continuing education activities for the period July 1, 1967 - June 30, 1968. (nl)

ED 032 468 AC 005 106

Inventory of Continuing Education Activities in Pennsylvania Secondary School Districts.

Pennsylvania State Univ., University Park.

Pub Date 69

Note—32p.

EDRS Price MF-\$0.25 HC-\$1.70

Descriptors—Attendance, Curriculum, Educational Finance, *High Schools, Instructional Staff, Noncredit Courses, *Public School Adult Education, *School Districts, Statistical Data
Identifiers—*Pennsylvania

An inventory of adult education offerings in high school districts in Pennsylvania produced a 75.8% return of questionnaires (449 districts) and provided information on the courses conducted by school districts by subject categories together with the number of school districts offering each course. Following are comments on the more important or unique aspects of the activities summarized into—program activities, finances, staffing, and participation. The appendix is a list of school districts which participated in the study. (nl)

AC 005 104

ED 032 469

Estimation of Managerial and Technical Personnel Requirements in Selected Industries. Training for Industry Series, No. 2.

United Nations Industrial Development Organization, Vienna (Austria).

Pub Date Sep 68

Note—250p.

Available from—United Nations Publications, Sales Section, Room 1059, New York, N.Y. 10017 (\$2.50 US)

Document Not Available from EDRS.

Descriptors—*Administrative Personnel, Cement Industry, Chemical Industry, Clerical Workers, Comparative Analysis, Developed Nations, *Developing Nations, Fertilizers, *Industry, Investigations, *Manpower Needs, Manpower Utilization, Manufacturing Industry, Metal Industry, Statistical Data, *Subprofessionals, Supervisors

The need to develop managerial and technical personnel in the cement, fertilizer, pulp and paper, sugar, leather and shoe, glass, and metal processing industries of various nations was studied, with emphasis on necessary steps in developing nations to relate occupational requirements to technology, processes, and scale of output. Estimates were based on comparable industries in the more industrialized nations. These were among tentative conclusions: (1) the experiences of more highly developed economies provide a reasonably reliable basis for estimating skilled personnel requirements in certain industries; (2) currently popular methods of estimating requirements may be too generalized to shed much light on variations in manpower utilization; (3) the prevailing preoccupation with quantities of skills needed for industrialization seems to have obscured the problem of accurately identifying other variables that determine the types of skills needed; (4) manpower planning perspectives should be broadened, beginning with systematic collection of sociological data on prevailing modes of behavior in monindustrial societies. (Included are references, tables and figures, and a proposed apprenticeship plan.) (ly)

ED 032 470 AC 005 109

Training Research Register, 1968.

British Dept. of Employment and Productivity,

London (England).

Pub Date 68

Note—129p.

Available from—Her Majesty's Stationery Office, 49 High Holborn, London, England (10s 6d).

Document Not Available from EDRS.

Descriptors—Audiovisual Aids, *Classification, *Directories, Educational Needs, *Industrial Training, Organizations (Groups), Program Administration, Program Evaluation, *Research, Research Projects, Specialists, Trainees, *Training, Training Techniques
Identifiers—*Great Britain

The 1968 training research register of the British Department of Employment and Productivity lists and classifies current and recently completed projects, and indicates the range of research in the training and closely related fields. It is arranged according to a classification system based on nine main schedules: National Considerations; The Educational System; The Working Organization; Training Specialists; Identification of Training Needs; The Trainee; Training Administration; Training Methods and Learning Aids; and Assessment of Training Effectiveness. Four appendices contain: classification of training information; alphabetical index to the classification; addresses of research organizations with the classification number of their projects; and addresses of industrial training boards. (nl)

ED 032 471 AC 005 110

Education and Training; A Chance to Advance.

Department of Health, Education and Welfare,

Washington, D.C.

Pub Date Apr 69

Note—105p.; Seventh annual report to the Congress on training activities under the Manpower Development and Training Act.

Available from—HC available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FSS 287:87020-69, \$1.00)

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Adult Counseling, Correctional Education, Evaluation Techniques, *Federal Programs, Innovation, Instructional Staff, *Manpower Development, Middle Aged, Minority Groups, Participant Characteristics, *Program Evaluation, Self Help Programs, Skill Centers, Statistical Data, *Unskilled Workers
Identifiers—*Manpower Development and Training Act

This report on training under Title 1 of the Manpower Development and Training Act of 1962 reviews accomplishments and problems of Fiscal Year 1967-68, traces program changes since the inception of the Act, discusses the potential impact of the amendments of October, 1968, and recommends additional resources, stronger coordination of programs and services, more support of auxiliary services, and more funds for program evaluation. Youth projects, basic education, counseling, and other types of institutional programs and services are outlined, together with provisions for staff recruitment and training, patterns of operation in skill centers, and trainee characteristics. Coupled training projects (on the job training with collateral classroom or on site training), cooperative occupational training, and other types of national programs are noted. Also covered are prisoner education, self-help for minority groups, training for returning servicemen, and other innovations, experiments, and special programs, followed by such evaluation techniques as placement data and field reviews. The document includes 55 charts and tables and numerous photos. (1y)

ED 032 472 AC 005 115
High School Equivalency. Part I: Theory and Design of the Program.

New York State Education Dept., Albany. Bureau of Secondary Curriculum Development; State Univ. of New York, Albany.

Pub Date 69

Note—118p.

Available from—Also available, free, the N.Y. State School personnel, from The State Education Dept., Bureau of Continuing Education Curriculum Development, Albany, New York 12224.

EDRS Price MF-\$0.50 HC-\$6.00

Descriptors—*Adult Education Programs, Bibliographies, *Curriculum Guides, Educational Testing, *Equivalency Tests, Grammar, *High School Curriculum, Literature, Mathematics, Programed Materials, Reading Instruction, Reading Skills, Science Education, Social Studies, Speed Reading.

Identifiers—General Educational Development Tests, High School Equivalency, New York State

This handbook is a guide for an adult education program for the student who desires a New York State High School Equivalency Diploma. It covers areas ranging from the scope of the programs in grammar and usage, literature, social studies, mathematics, and sciences, to the background and purpose of the General Educational Development Tests. Special emphasis is placed upon the reading program; techniques required in the development of good reading habits are stressed. Included is a listing of programed and self-directed materials, with publishers and prices. (se)

ED 032 473 AC 005 205

A Study of the Effects of Pre-Vocational Training and Family Service Counseling on the Long-Term Unemployed.

Philadelphia Manpower Utilization Commission, Pa.

Pub Date Mar 69

Note—257p.; Final Report

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Virginia 22151 (PB-183-758, MF \$0.65, HC \$3.00).

Document Not Available from EDRS.

Descriptors—Adult Dropouts, Age Differences, Educational Background, Employment Patterns, Intervals, Males, Persistence, *Prevocational Education, Programed Instruction, Psychological Characteristics, Race, Research, *Unemployed, Vocational Adjustment, *Vocational Counseling, *Vocational Retraining

This study of prevocational training and family service counseling in Philadelphia is based on the premise that the long term unemployed male needs preparation on how to become a worker

before he can successfully be trained for, or accept and handle, unemployment. It is also asserted that there are social and psychological factors, chiefly lack of competitiveness, which are obstacles to successful individual training and retraining of men unemployed six months or more. Findings show that work adjustment training and, where indicated, family service counseling, increase a long term unemployed worker's chances of receiving and completing Manpower Development and Training Act training without necessarily improving subsequent experiences in obtaining a job or in wages received on the job. (author/ly)

ED 032 474

Huddleston, John

Adult Education in Germany.

Leeds Univ. (England).

Pub Date 65

Note—518p.; Ph. D. Thesis.

Available from—Micro Filming System, University Library, University of Leeds, Photographic Services, Leeds, England

Document Not Available from EDRS.

Descriptors—*Adult Education, Doctoral Theses, Economic Factors, *Folk Schools, Historical Reviews, Industrialization, *Labor Education, *Labor Unions, Political Influences, Social Factors

Identifiers—*West Germany

This study is limited essentially to adult education in West Germany, although the historical sections include references to earlier experiences and experiments in areas now Russian-occupied. The terms "adult education" and "workers' education" are clarified. Both are presented as separate movements. Brief reference is made to political, social, and economic conditions which have prevailed in the community life of Germany over the last century. Concentration is on the work of the Folk High Schools and the Trade Unions. Focus is placed on the special elements in German political, social, and industrial life which resulted in the German workers being excluded from practical politics until 1918; attention is also directed to the speed of Germany's industrialization. (nl)

ED 032 475

Ringgenberg, Clayton

Local Government Training Programs, Problems, and Needs in Iowa.

Iowa Univ., Iowa City. Inst. of Public Affairs.

Pub Date 68

Note—81p.

EDRS Price MF-\$0.50 HC-\$4.15

Descriptors—*City Officials, Community Services, *County Officials, *Educational Needs, Federal Programs, General Education, *Government Employees, Higher Education, Individual Characteristics, *Inservice Education, Management Development, On the Job Training, Supervisory Training

Identifiers—Higher Education Act of 1965, *Iowa
A report, providing guidelines for the Iowa State Advisory Council, deals with inservice training and the role of Title I in providing educational programs. Part I discusses the need for inservice training for local government officials, lists available education and training programs, points out major training gaps, and makes suggestions for strengthening such programs. Part II discusses progress and problems under the Iowa Community Services program and poses policy questions for the State Advisory Council, the administrators of the program, higher education officials, and community officials and leaders. Part III is a progress report on surveys and field work; it summarizes data on the personal and educational backgrounds of 1,600 persons in advisory and managerial positions and presents their views regarding their inservice training needs. The 1969 plans of the Institute of Public Affairs are also outlined. (nl)

ED 032 476

Hardy, James M.

Volunteer Group Leaders in the YMCA.

National Board of Young Men's Christian Association, New York, N.Y.

Pub Date May 69

Note—13p.

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—*Community Characteristics, Educational Background, Females, Inner City, Job Tenure, Males, Occupations, Personnel Selec-

tion, *Professional Personnel, Questionnaires, *Religious Organizations, Rural Areas, Surveys, *Voluntary Agencies, *Volunteers
Identifiers—Young Men's Christian Association

A national survey was conducted as part of a project on Developing and Utilizing New Techniques for Recruiting and Training Volunteers in the 70's. A presented questionnaire was mailed to 4132 professional directors in the Young Men's Christian Association (YMCA) and 1219 were returned. Of the respondents, 52% had been professional directors for 10 or more years; 17%, for less than three. They worked mainly in rural areas or small cities (26%) or in inner cities (26%). Volunteer leaders in the YMCA were 69% male and 31% female; as a group they were relatively well educated, with 65% having attended college. On the average, 63% had served for less than one year, with inner city communities having the highest proportion of those who had served over three years and rural communities or small cities having the lowest proportion. Data indicated a positive correlation between training time and length of tenure. On the variables sex, education, occupation, tenure, and training time, there were important, but not statistically significant, variations between types of communities. (nl)

ED 032 477

Gregg, George

The Effect of Maturation and Educational Experience on Air Force Officer Qualifying Test Scores.

Air Force Human Resources Lab., Lackland AFB, Tex.

Pub Date Jul 68

Note—21p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Virginia 22151 (AD-687-089, MF \$0.65, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Achievement Gains, Analysis of Variance, *College Students, Correlation, *Educational Experience, *Group Intelligence Testing, *Maturation, *Military Training, Officer Personnel, Performance, Post Testing, Pretests, Research

Identifiers—Air Force Officer Qualifying Test, *Reserve Officer Training Corps

Maturation and education improve Air Force Officer Qualifying Test (AFOQT) scores. Since the AFOQT is given at different educational levels for the several commissioning programs, differences, largely spurious, exist between the programs. To assess differences produced by maturation and education, the AFOQT was given to 415 Air Force Reserve Officers Training Corps (AFROTC) cadets in 32 institutions late in their senior year. Scores were compared with those of the same group as freshman or sophomores. Pilot score increases for the total group were about 20 percentile points, with the greatest gains (30 to 50 points) in categories which received light plane training as part of the AFROTC curriculum. Navigator/technical scores rose about six points for the total group, and about 30 points for Category 2 cadets whose initial scores were below the 75th percentile. Category 2 cadets had initial scores about 30 points higher than cadets in nonscientific programs (Category 3), and this difference persisted in the final testing. Known rank-ordering of institutions of freshman and sophomore AFOQT scores applied also to seniors. (author/ly)

ED 032 478

Thomas, Edmund D.

Naval Recruit Classification Tests As Predictors of Performance in 87 Class "A" Enlisted Schools (1964-1966). Final Report.

Naval Personnel Research Activity, San Diego, Calif.

Pub Date Feb 69

Note—70p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Virginia 22151 (AD-687-105, MF \$0.65, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, Analysis of Variance, *Aptitude Tests, Classification, Enlisted Men, Grades (Scholastic), *Military Training, Occupations, On the Job Training, *Personnel Selection, *Predictive Validity, Research, Specialists, Standards, Statistical Data

Identifiers—United States Navy

Scores earned on the Navy's enlisted classification tests determine, in large part, the type of job specialty training a recruit will receive. About 50% of recruits qualify for academic training in Basic Class "A" level schools. How well the classification tests predict performance in these schools is important from both a cost and a manpower utilization standpoint. Results were summarized from a study involving students enrolled between 1964 and 1966 in 87 Class "A" level schools. Relationships between selection scores and final school marks are reported graphically for each school along with validity coefficients and information on academic attrition. About 11% of all students failed to complete courses for academic reasons. Attrition rates exceeding 20% were noted in 12 schools. In general, the classification tests were effective for nearly all 87 schools. For about half of them, prediction was very good. (author/ly)

ED 032 479

AC 005 293

Haverland, Edgar M.

Officer Training Research and Implications for Executive Training.

George Washington Univ., Alexandria, Va. Human Resources Research Office.

Pub Date May 69

Note—14p.; Presented at the American Psychological Association convention, New York, N.Y., September 1961

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Virginia 22151 (AD-688-813, MF \$3.65, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Educational Objectives, Job Analysis, *Leadership Training, Management Development, *Military Training, *Officer Personnel, *Research, *Supervisory Training

A pragmatic approach to the problem of training military supervisors of technical personnel is suggested for executive training. In the end-product system performance point of view, the job is defined and structured by detailed task description. Training involves the statement of precise and specific objectives. (author/ly)

ED 032 480

AC 005 294

Steadman, Joseph C. And Others

The Development and Evaluation of Training Methods for Group 4 Personnel. II. Training Group 4 Personnel in the Operation of the Electronic Multimeter AN/PSM-4.

Naval Personnel Research Activity, San Diego, Calif.

Pub Date Mar 69

Note—17p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Virginia 22151 (AD-686-386, MF \$3.65, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Analysis of Variance, Electronic Equipment, *Electronics, Enlisted Men, Lecture, *Low Ability Students, *Military Training, Performance, Programmed Instruction, *Research, Testing, *Training Techniques

Identifiers—United States Navy

Part of continuing Navy research on training and utilizing Group 4 (low ability) personnel, this study investigated the feasibility of teaching such personnel a course in the operation of the AN/PSM-4 multimeter (an electronic measuring device), and evaluate the relative effectiveness of two different instructional methods. The course was given to two successive classes of Training Methods Development School students. Half of each class was taught by an instructor; the other half learned the same material from a programmed text. Achievement under both modes was measured by three written quizzes and a final practical performance test. In general, the test equipment course did not prove practical or appropriate for the Group 4 personnel. The instructor method was initially the more effective, but improved results obtained with a suitably revised programmed text indicated that a programmed approach may be made comparably effective. (authors/ly)

ED 032 481

AC 005 295

Garbutt, Douglas

Training Costs with Reference to the Industrial Training Act.

Pub Date 69

Note—210p.

Available from—Gee and Company (Publishers) Limited, 151 Strand, London W.C. 2, England (52s 6d)

Document Not Available from EDRS.

Descriptors—*Accounting, Administrative Organization, *Budgeting, Cost Effectiveness, *Costs, *Data Collection, Educational Legislation, Financial Policy, *Industrial Training, Manpower Development, Occupations, Program Descriptions, Records (Forms), Skill Development

Identifiers—Great Britain, Industrial Training Act of 1964

Provisions and implications of the British Industrial Training Act of 1964 (including the system of training grants and levies) are set forth. Procedures for accounting and budgeting for training costs, routines for collecting training information, documents (budgets, cost sheets, control statements) for collecting and controlling costs, means of estimating expenditures for training activities, and steps in planning the training function for optimum costs and benefits are also discussed. The point is stressed that, while data on how much training is done by a firm must be gathered if grants are to be obtained, relatively minor adjustments from previous methods of data gathering will suffice. Personnel payments and fringe benefits, overhead, production, insurance, administration, transportation and travel, depreciation, materials, and other cost categories are suggested for calculating training costs. The document also includes a diagram of the industrial training system, based on cooperation by industry with the Departments of Technology and Labour; descriptions of a graduate training and a student trainee scheme; lists of statutory instruments affecting the Civil Air Transport Board and the engineering industry; and 78 other figures. (ly)

ED 032 482

AC 005 296

Axford, Roger W.

Adult Education: The Open Door.

Pub Date 69

Note—247p.

Available from—International Textbook Company, Scranton, Pa. 18515

Document Not Available from EDRS.

Descriptors—*Adult Education, Adult Educators, Bibliographies, Historical Reviews, Residential Centers, *Textbooks

Identifiers—Great Britain

This introductory textbook in adult education devotes chapters to the history and pioneers of the adult education movement; adult educators; adult learners; programing and evaluating adult education programs; counseling of adult learners; and discussion of the philosophy of and need for research in adult education. Appendixes include evaluative criteria for public school adult education programs, and information on residential adult education programs in the United States and Great Britain. Each chapter includes a bibliography, and the chapter on evaluation includes forms used for student evaluations of programs. The author cites numerous cases and anecdotes from his own experience. (mf)

ED 032 483

AC 005 298

Resources for the Aging: An Action Handbook.

National Council on the Aging, Inc., New York, N.Y.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No.—OEO-2468

Pub Date 69

Note—252p.; Second edition, revised.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (1969 O-354-855).

EDRS Price MF-\$1.00 HC Not Available from EDRS.

Descriptors—Bibliographies, Civil Rights, Consumer Education, Disadvantaged Groups, Employment, *Federal Programs, Financial Support, *Foundation Programs, Health Services, Housing, Manuals, *National Organizations, *Older Adults, Resource Guides, Rural Areas, Veterans Education, Voluntary Agencies

This handbook on resources for the aging lists nationwide, federally sponsored programs, national voluntary agencies and associations, and foundations; it includes information on the nature and purpose of the program, types of projects sponsored, and extent of assistance, eligibility requirements, available printed information,

sources of further information, and notes suggesting use of agency or program. Categories of programs or services include: civil rights; consumer education; employment, training, and rehabilitation; financial assistance; food and clothing; general education and recreation; health services; housing; national associations; nursing care; planning, facilities, and staffing; programs for rural areas and small towns; program for specific areas or special groups; small business loans; trusts and foundations; and veterans programs. (nl)

ED 032 484

AC 005 381

Byrn, Darcie, Comp.

Division File of Extension Research Materials; Additions During 1968.

Department of Agriculture, Washington, D.C. Federal Extension Service.

Pub Date Jan 69

Note—30p.

EDRS Price MF-\$0.25 HC-\$1.60

Descriptors—Agricultural Education, *Annotated Bibliographies, Civil Defense, Community Development, Consumer Education, Extension Agents, Home Economics, Leadership Training, Marketing, Mass Media, *Program Administration, *Research, Research Methodology, *Rural Extension, Teaching Techniques, Urban Extension, Youth Programs

In this annotated bibliography of acquisitions during 1968 appear 265 Extension studies on administrative organization and management; training and staff development; mobilizing participation in Extension work; local leadership; program content and planning procedures; general effectiveness and progress in Extension; teaching methods, techniques, and devices; research methods; and Extension research reporting services. Among the concerns and topics treated are staff duties and functions, public relations, finance, urban extension, rural and community development, civil defense, supervision, inservice education, agribusiness, home economics, the Four-H movement, animal science, consumer education, marketing, and mass media (including radio and television). Also included are bibliographies, handbooks, workshop reports, and other general works. (ly)

ED 032 485

AC 005 383

The Training Director's Guide. Volume 1. Administration of Training. Volume 2. Instructional Practices.

Canadian Dept. of Manpower and Immigration, Ottawa (Ontario).

Pub Date 68

Note—291p.

Available from—Queen's Printer and Controller of Stationery, Ottawa, Ontario, Canada (Catalog No. MP52-268-1 and 2)

Document Not Available from EDRS.

Descriptors—Adult Learning, Audiovisual Aids, Counseling, Course Content, Educational Methods, Evaluation Techniques, Facilities, *Guides, *Industrial Training, Instructional Staff, Job Analysis, Policy Formation, *Program Administration, *Program Planning, Records (Forms), Selection, Testing, Trainees, Training Techniques

This guide to employee development within industry appears in two sections: Volume 1, administrative guidelines for training directors; and Volume 2, instructional practices for training staffs. Considerations in formulating training policies, steps in organizing the training function, identification and analysis of training needs, employee counseling, trainee selection, community training resources, administrative control procedures, and evaluation instruments and techniques, are covered in the first part. The second section deals with adult learning, characteristics of adult students, developing course content, choosing and training instructors, specific methods and techniques (including lectures, discussion, demonstration, programmed instruction, role playing, questioning, project assignments, and sensitivity training), appropriate classroom layouts, electromechanical and other training aids, and the preparation and use of tests and examinations. Also included are examples of training policies and report forms, appendixes on testing, subject outlines, analyses of shop technique and fault finding in the radio and television trade, and selected training director duties. (ly)

ED 032 486 AC 005 386
Employee Training in the Federal Extension Service.

Federal Extension Service (DOA), Washington, D.C.

Pub Date 66

Note—16p.

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—Educational Policy, Educational Responsibility, Employment Qualifications, *Government Employees, *Inservice Education, Leave of Absence, *Manuals, Off the Job Training, Part Time Students, *Program Administration, Selection, *Training

The regulations for employee training of the Federal Extension Service of the U.S. Department of Agriculture are enumerated in this manual. The responsibility for employee training, factors for selection of employees for training, procedures for authorization of training, and contributions and awards for training are described. Provisions for full-time, short term or part-time study leave are detailed. Arrangements for payment of expenses, and of salary during the period of study, are outlined. These regulations cover training in both government and nongovernment facilities. (mf)

ED 032 487 AC 005 387
Wilson, J.L.J., Ed.

Handbook of Australian Adult Education.

Australian Association of Adult Education, Melbourne.

Pub Date 67

Note—102p.

EDRS Price MF-\$0.50 HC-\$5.20

Descriptors—*Adult Education, Audiovisual Aids, Budgets, *Directories, Fine Arts, Health Education, Labor Education, Libraries, Museums, National Organizations, *Organizations (Groups), Personnel, Radio, Research, Rural Extension, Television, University Extension, Voluntary Agencies, Womens Education

Identifiers—*Australia

This Australian handbook describes 20 national adult education bodies, followed by eight colleges and other organizations in the Capital Territory, 21 in New South Wales, 11 in Queensland, 14 in South Australia, nine in Tasmania, 14 in Victoria, and ten in Western Australia. The Australian Institutes of Management and of Political Science, Australian Association of Adult Education, Canberra Evening College, the Department of Agriculture, the Australian Broadcasting Commission, New South Wales Department of Education, the Workers' Education Association, Young Men's and Young Women's Christian Associations, and other organizations engaged in direct teaching are covered. Also included are organizations providing fine arts programs with a broadly educational purpose, together with libraries and similar resources. Principles and objectives, administrative personnel, addresses of branches and headquarters, courses, lectures, discussions, audiovisual services, publications, budgets, enrollment, research activities, and other pertinent data are given wherever applicable. Recent developments and trends are also noted. (ly)

ED 032 488 AC 005 388
Engineering Industry Training Board; Report and Statement of Accounts for the Period Ended 31st March 1968; Presented Pursuant to the Industrial Training Act, Section 8 (4).

British Engineering Industry Training Board, London (England).

Pub Date Jul 68

Note—81p.

Available from—Her Majesty's Stationery Office, 49 High Holborn, London W.C. 1, England (7s 6d)

Document Not Available from EDRS.

Descriptors—*Annual Reports, Clerical Workers, *Engineering, Enrollment, Incentive Grants, *Industrial Training, Management Education, Operating Engineering, Organization Size (Groups), Safety, Semiskilled Workers, Skilled Workers, Statistical Data, Steel Industry, Supervisory Training, Technical Education, Trainers

Identifiers—*Great Britain

The 1967-68 annual report of the Engineering Industry Training Board (EITB) in Great Britain was mainly devoted to describing progress in training and the development of training standards. Activities included training for craftsmen, supervisors and managers, machine operators,

clerical and commercial workers, engineers and technicians, training officers and instructors, and staff members of the EITB itself. Other aspects covered were administrative organization, staffing, statistical analysis and other research, levy and grant policy during 1966-67 and 1967-68, the work of the Foundry Industry Training Committee, income and expenditures, and cooperation with other countries. (The document contains 43 tables and charts.) (ly)

ED 032 489 AC 005 390

Programs for Urban Action.

National Board of Young Mens Christian Association, New York, N.Y.

Pub Date 68

Note—163p.

EDRS Price MF-\$0.75 HC-\$8.25

Descriptors—*Action Programs (Community), Cultural Enrichment, Employment Programs, Interagency Cooperation, Interpersonal Relationship, Mobile Educational Services, Outdoor Education, *Participant Involvement, *Program Descriptions, Program Planning, Recreational Programs, *Religious Organizations, Staff Improvement, *Urban Areas

Identifiers—Young Mens Christian Association

This booklet contains descriptions of 150 urban action programs being conducted by Young Men's Christian Associations throughout the United States. Planning principles are included to assist those who wish to adapt the programs to local situations: involvement of people in planning; use of local indigenous leadership; planning in collaboration with other relevant organizations; fact finding and analysis; generation of receptivity; and involvement of program participants. Areas covered are: camping/outdoor education programs; correctional assistance programs; cultural enrichment programs/domestic exchanges; day camps, fun clubs, sports and recreational programs; detached worker programs; interpersonal relations programs; driver training and English teaching; group residential centers; handicapped persons services; Indian (American) services; inner city youth center; intern programs (community); interpretation courses on race and culture; jobs programs; neighborhood program/mobile operations; planning organizations (community); police relations programs; pre-school/neighborhood mothers' program; tutoring/supervised study programs; and urban conferences/staff development groups. (nl)

ED 032 490 AC 005 391

Colton, Winifred J.

Leaders Unlimited; Resources for Training. Developed in Junior Leaders Schools 1961-1965.

YWCA of the U.S.A., New York, N.Y.

Note—230p.

EDRS Price MF-\$1.00 HC-\$11.60

Descriptors—Evaluation Techniques, *Guidelines, Investigations, *Leadership Training, Measurement Instruments, Moral Values, Objectives, Personal Growth, Physical Education, Program Evaluation, Questionnaires, *Religious Organizations, Sensitivity Training, Student Evaluation, Training Techniques, Voluntary Agencies, *Youth, *Youth Leaders

Identifiers—*Young Mens Christian Association

This study of Young Men's Christian Association (YMCA) junior leader training programs for teenagers, 1961-65, investigated program elements thought to affect leader growth and development. The training experience was keyed to broad YMCA purposes, objectives of the training schools, and individual goals. Personal goal setting, stressed as a means of instilling responsibility for oneself and others, entailed developing a working relationship between advisors and junior leaders, helping individuals become aware of their growth potential, and conducting human relations skill training and modified sensitivity training. Procedures included written scales and personal inventories, Christian social influence skills courses, decision making and gaining group consensus, and varying uses of discussion, role playing, and demonstrations for training in moral values. Sentence completion tests, content analysis of goals, evaluations of school programs and junior leader performance, followup questionnaires and interviews, and other evaluation techniques were described, together with major findings obtained. (The document includes additional questionnaires, program evaluations, and other materials pertaining to the training schools surveyed.) (ly)

ED 032 491

Hardy, James M.

The YMCA in the Next Decade: Is this Where We Want to Be?

National Board of Young Mens Christian Association, New York, N.Y.

Pub Date 69

Note—26p.

EDRS Price MF-\$0.25 HC-\$1.40

Descriptors—*Demography, Family Structure, Financial Support, Income, Leadership, Mobility, Occupations, *Organizational Change, Population Trends, *Program Planning, *Religious Organizations, *Social Change, Urbanization

Identifiers—Young Mens Christian Association

This paper aims at projecting present Young Men's Christian Association (YMCA) trends into the 1970's so that association leaders can assess these directions in the light of societal conditions predicted for the 1970's, determine which trends should be changed, and identify the kind of intervention necessary to effect such changes. Projection is done through demographic data on the United States (U.S.) and data on the YMCA for 1957 through 1975. In general, the method of duplicating gains and losses is used. There are three major content sections: the first projects demographic data which provide an overview of the U.S. in the 1970's and includes projections which have direct implications for the YMCA, namely, those concerning population, families, education and occupation, distribution and income, mobility, urbanization, and the economy; the second deals with the YMCA in the 1970's and consists of organizational projections concerning constituency, leadership, finance and program; and the third examines the implications of the projections and raises a series of questions that appear important for planning by the YMCA leaders in the next decade. (nl)

ED 032 492

Hardy, James M.

Planning for Impact: A Guide to Planning Effective Family Program.

National Board of Young Mens Christian Association, New York, N.Y.

Pub Date 68

Note—33p.

Available from—National Board of Young Men's Christian Association, Association Press, 291 Broadway, New York, N.Y. 10007 (\$1.25)

Document Not Available from EDRS.

Descriptors—*Educational Objectives, *Family Life Education, *Guidelines, Information Utilization, Participant Involvement, Program Development, Program Evaluation, *Program Planning, *Religious Organizations

Identifiers—Young Mens Christian Association

A document intended to provide program planning guidelines for Young Men's Christian Associations (YMCAs) desirous of working with families, recommends adherence to eight principles and following of five steps. The principles involve planning before action, fact finding and analysis, clear delineation of operational objectives, planning at all organizational levels, making of choices, involvement of those who must carry out plans, consideration of the skills and limitations of those who must carry out plans, and generation of receptivity of potential participants. The five steps are: (1) information (collection and analysis of community data); (2) direction (selection of dimensions of need and stages of the family life cycle); (3) strategy (selection of strategic goals); (4) tactics (development of operating plans); (5) evaluation (review and analysis of experience). Effective planning is a continuous process and the five steps must be taken as part of a cycle. (An appendix with family planning forms and procedures is included.) (nl)

ED 032 493

Hardy, James M.

Focus on the Family.

Pub Date 66

Note—146p.

Available from—National Board of Young Men's Christian Associations, Association Press, 291 Broadway, New York, N.Y. 10007 (\$3.50)

Document Not Available from EDRS.

Descriptors—Family Counseling, *Family Programs, One Parent Family, Parent Education, *Program Descriptions, *Program Evaluation, *Religious Organizations, Sex Education, Youth Clubs

Identifiers—*Young Mens Christian Association

AC 005 392

AC 005 393

AC 005 394

This research attempts to evaluate the YMCA's program in terms of its effect upon the family members it serves. The study was designed to: (1) classify, by descriptive types, the various kinds of YMCA operations which serve the family, identifying their characteristic differences; (2) examine and describe operating practices of family YMCAs regarding membership, finance, organizational structure, leadership, and program emphasis; (3) evaluate program effectiveness in family YMCAs in relationship to a theoretical framework for program analysis. The report contains implications and challenges for upgrading work with families, illustrated with actual reports of programs underway, such as "Building your Marriage" courses, "Co-op Nurseries," "Lads without Dads" clubs, "Parents without Partners" programs, series on "Sex Education for Parents and Youngsters," "Parent Teen Communication" and others. (author/se)

ED 032 494

AC 005 411

Crowley, D.W., Ed.

The Role of Colleges of Advanced Education in Australian Adult Education. Monograph, No. 1. Australian Association of Adult Education, Melbourne.

Pub Date 69

Note—60p; Based on papers at the National Conference on Adult Education, University of New England, Armidale, Australia, August 1968

EDRS Price MF-\$0.50 HC-\$3.10

Descriptors—*Adult Education, Agricultural Education, College Planning, *Colleges, Educational Needs, General Education, *Postsecondary Education, Professional Training, Program Proposals, *Role Perception, Technical Education, Technical Institutes, *Vocational Education

Identifiers—*Australia, Martin Report

Existing official and unofficial colleges of advanced education (CAE) including numerous technical, paramedical, and agricultural colleges in Victoria, a few institutions in New South Wales, and other schools and institutes in Queensland, South Australia, and Western Australia, are described; and plans for future colleges or the upgrading of existing institutions, are noted. Next, in a background paper and commentary, are somewhat divergent opinions on such questions as the balance between vocational and general education in CAEs and overlapping between CAEs and university extension. Evaluating both the background paper and the commentary, Section three stresses the view that a broad, extensive program at the subuniversity academic level has an important place in Australian adult education and that CAEs would be well fitted to the task. Detailed comments from six administrators and other educators also appear. (ly)

ED 032 495

AC 005 412

Marvin, John B. Kelman, Samuel M.

Counseling Training in Operation Mainstream; Outline of Principles and Experience. Occasional Papers, No. 3.

New England Center for Continuing Education, Durham, N.H.

Pub Date 68

Note—33p.

EDRS Price MF-\$0.25 HC-\$1.75

Descriptors—Community Agencies (Public), *Counselor Training, Distance, Educational Innovation, Financial Support, Participant Characteristics, *Poverty Programs, *Problem Solving, Program Development, Program Evaluation, *Rural Areas, *Subprofessionals, Supervision, Time, Universities

Identifiers—*Operation Mainstream

As funded from July 1967 to June 1968 by the Bureau of Work Programs, Operation Mainstream called for employing 120 community aides from the rural poor of the three most northern counties of Maine, New Hampshire, and Vermont, who were to be trained in counseling and problem solving skills. A staff of part time resource development consultants from the University of Maine developed the program; and supervision was provided by the community action agencies. Experiencing confusion and frustrations caused by lack of training, late funding, and problems of great distances, and facing a continual flow of debilitating crises, it was decided to identify the concepts underlying the program as well as planning and implementing it. It was decided to use a rational-emotional, individualized approach to training in problem solving; unique

to this Mainstream project, aides were not only to be trained for increased employability but also were to have a client group; there was to be individual responsibility for learning, an evolutionary model of programming, role modeling the consultant on problem solving, and the right to fail; and it is hoped that the evaluation phase will become an ongoing phase. Despite its trials, it is felt that Operation Mainstream is overtly becoming a success. (nl)

ED 032 496

AC 005 413

Harris, Dale B. Ebert, Ronald S.

Psychological Problems in the American Family.

Pennsylvania State Univ., University Park. Continuing Education.

Pub Date 67

Note—506p.

Available from—The Pennsylvania State University, Center for Continuing Liberal Education, University Park, Pa. 16802

Document Not Available from EDRS.

Descriptors—Child Rearing, *Course Organization, Family (Sociological Unit), *Family Problems, *Family Relationship, Group Discussion, *Social Psychology, *Study Guides, Values

This guide provides the basis for a study-discussion course in the social psychology of the American Family. The course is designed to give an overview of major areas of stress in contemporary family life, to define and offer possible solutions to these problems, and to present some consideration of their meaning for individuals. This manual is divided into nine units of work, each with its own introduction, collection of readings, and questions for individual student work and group discussion. The first four units give a perspective on changing functions of the family, materials on adjustment requirements occasioned by change and adaptation to stress, a diversity in styles of child rearing, and the modern problem of developing an adequate self in a society which seems increasingly anomic. The second portion of the course, addressed to the life cycle, includes four units dealing with socialization, characteristics of the childhood and adolescent periods, and problems of the middle and later years of life. A final section deals with the degree to which the family is affected by changing values. (se)

ED 032 497

AC 005 414

Extension Service and Modern Society; A Report of Phase 1 Committee on Rural-Urban Transition and Extension Reorganization.

West Virginia Univ., Morgantown. W. Va. Center for Appalachian Studies and Development.

Pub Date [67]

Note—65p.

EDRS Price MF-\$0.50 HC-\$3.35

Descriptors—Adjustment (to Environment), Adjustment Problems, Depressed Areas (Geographic), *Educational Objectives, Ethnic Groups, *Organizational Change, Research, *Rural Extension, *Social Change, Womens Education, Youth

Identifiers—*Cooperative Extension Service, West Virginia

Present and possible future forms of West Virginia rural extension organization were examined in the light of modern societal change and complexity. Individual adjustment to a changing social and cultural environment was proposed as the aim of the future Extension service. These were among the implications of such an orientation: (1) with the aim proposed, Extension can perpetuate itself because of the ever growing needs for help in adjusting to the new society; (2) adjustment, natural resource development, and other possible objectives would be considered under a single criterion; (3) meaningful aims complemented by a suitable structure would be associated with increased morale and a stronger sense of fulfillment by administrators and personnel; (4) such feelings should help make personnel more willing to undergo occupational change whenever necessary, and help agents in particular to overcome the frustration of an occupation involving shifting and often unclear aims; (5) selection of new subject areas, association with new branches of scientific institutions, and changes in organizational structure (including hiring and retraining) would be facilitated. (ly)

ED 032 498

AC 005 444

Reeves, Elton T.

Management Development for the Line Manager.

Pub Date 69

Note—236p.

Available from—American Management Association, Inc., 135 West 50th Street, New York, N.Y. 10020 (\$9.75)

Document Not Available from EDRS.

Descriptors—Administrator Role, Chief Administrators, *Educational Methods, Educational Needs, Evaluation Criteria, Leadership Styles, *Management Development, Personnel Evaluation, *Personnel Selection, Retirement, Supervisors, Supervisory Training

This guide to the development of line managers stresses the idea that the developmental process which any manager undergoes is the product of his own activity and should be treated as a continuous function. Major line functions, managerial attributes and characteristics, presupervisory selection, and preparation through trainee, temporary foremen, classroom, or seminar activities are covered in the first few chapters. Differing managerial styles, the transition involved in becoming a manager, and special problems and educational needs of middle management, are next examined, followed by criteria for seeking out potential executives. The executive role and its implications for development are also discussed, together with the task of effectively phasing out and replacing a high executive. Finally methods are described for appraising lower echelon managers, conducting personnel research, formal and informal training, and consultation by specialists. (ly)

ED 032 499

AC 005 445

Briley, Mollie Hughes

A Study of the Interpersonal Value Orientations of Extension Homemakers in Robeson County, North Carolina.

North Carolina Univ., Raleigh. N.C. State Univ.

Pub Date 68

Note—71p.; M. Ed. Thesis.

EDRS Price MF-\$0.50 HC-\$3.65

Descriptors—Age Differences, American Indians, Analysis of Variance, Caucasians, Educational Background, Ethnic Groups, *Extension Agents, Family Status, *Homemaking Education, Income, *Individual Characteristics, Masters Theses, Negroes, *Personality Assessment, Research, *Values

Identifiers—Cooperative Extension Service, Gordons Survey of Interpersonal Values, North Carolina

This study investigated interpersonal value orientations (Support, Conformity, Independence, Benevolence, Leadership, and Recognition) of 267 Extension homemakers in Robeson County, North Carolina, and the relationship of these orientations to age, educational level, income, years in club work, family size, and ethnic group. Data were obtained from the homemakers (whites, Negroes, and Indians) by an information sheet and Gordon's Survey of Interpersonal Values. These were among the findings and conclusions: (1) although the homemakers were varied in orientations, the total group and 911 subgroups ranked benevolence highest; (2) in the interaction of value orientations with other factors, 14 of the 36 associations were statistically significant at the .001, .01, or .05 level; (3) there was some similarity between mean scores of ethnic groups, but much variation within groups; (4) in the Extension Service, where the group approach is used to achieve learning and a continuing relationship exists between the Extension homemakers and Extension agents, it might be desirable to use Gordon's Survey of Interpersonal Values as a guidance and counseling instrument. (author/ly)

ED 032 500

AC 005 447

Crawford, Meredith P.

Research in Army Training: Present and Future.

George Washington Univ., Alexandria, Va. Human Resources Research Office.

Pub Date Apr 69

Note—14p.; Paper presented at the U.S. Army Infantry Conference, Fort Benning, Ga., December 1958

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-688-255, MF \$.65, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Enlisted Men, *Marksmanship, *Military Training, Performance Tests, *Research Methodology

Identifiers—*United States Army

The paper shows the method of application of proven research procedures to Army training and illustrates the usefulness of research techniques in making training more effective and efficient. Objective measurements of soldier proficiency in common military skills and knowledge are described. (Author/se)

ED 032 501

AC 005 448

Strich, Thomas G.

Learning Abilities of Disadvantaged Adults.

George Washington Univ., Alexandria, Va. Human Resources Research Office.

Pub Date Mar 69

Note—16p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Virginia 22151 (AD-688-811, MF \$0.65, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Adult Learning, *Aptitude, *Disadvantaged Groups, *Intelligence, *Literacy Education, *Low Ability Students, *Military Personnel, *Performance, *Research, *Teaching Techniques, *Testing, *Training Techniques
Identifiers—*Project 100 000

A summary of literature concerned with the learning abilities of disadvantaged adults showed no definitive evidence to suggest that they have any less ability to learn than other adults. A paucity of research relating to this problem is noted. Recommendations for future research include the development of long-term, extended training studies to explore learning in situations oriented toward life in the community. (author/ly)

ED 032 502

AC 005 449

Report to the U.S. Agency for International Development on the Activities of Literacy House, Lucknow, India, July 1, 1964 - June 30, 1969.

World Education Inc., New York, N.Y.

Pub Date Feb 69

Note—54p.

EDRS Price MF-\$0.25 HC-\$2.80

Descriptors—Audiovisual Aids, *Budgets, *Developing Nations, *Extension Education, *Family Planning, *Financial Support, *Libraries, *Literacy Education, *Material Development, *Physical Facilities, *Program Evaluation, *Publications, *Teacher Education, *Womens Education, *Young Farmer Education

Identifiers—Agency for International Development, India, *Literacy House

The program of Literacy House in Lucknow, India includes training of personnel, preparation of materials, and sponsorship of a wide variety of programs. This report on their work, prepared to document the need for a budget request from the U.S. Agency for International Development, describes the achievement and prospects in programs relating to three general concepts: functional literacy, food production, and family welfare planning. Other topics covered are training programs for literacy personnel (teachers, librarians, etc.); preparation of publications and audiovisual materials; maintenance of the central library and smaller mobile libraries; field work; and description of the physical facilities, administration, and personnel of Literacy House. (mf)

ED 032 503

AC 005 450

Television for Higher Technical Education of the Employed; A First Report on a Pilot Project in Poland. Reports and Papers in Mass Communication, 55.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 69

Note—49p.

Available from—United Nations Educational, Scientific, and Cultural Organization, Place de Fontenay, Paris 7-e, France (COM/MC/68.17, \$1.25)

Document Not Available from EDRS.

Descriptors—Academic Achievement, *Audiovisual Aids, *Followup Studies, *Higher Education, *Instructional Television, *Lecture, *Motivation, *National Programs, *Occupations, *Participant Characteristics, *Participant Satisfaction, *Pilot Projects, *Statistical Data, *Surveys, *Technical Education

Identifiers—*Poland

Undertaken on a national scale in Poland, this 1966 pilot project provided lectures by television for those who, because of employment or location, could not attend intramural courses in

higher technical education. The television lectures embraced subjects from the first two years of extramural technical studies together with aspects of general interest. Questionnaire surveys conducted during the preparatory pilot course centered on personal and socioeconomic characteristics of participants, reasons for pursuing external degree courses, student problems, students' opinions on the instructional value of the lectures, and the influence of the lectures on success in the entrance examination. A followup poll was taken six months after completion of the course. Benefits of the course were tentatively assessed, along with limitations of the study. (The document includes 44 tables.) (ly)

ED 032 504

AC 005 454

A Conference on Developing Programs and Instructional Materials for Adult Basic Education and Job Skills Training. (Cherry Hill, New Jersey, January 14-15, 1964).

American Textbook Publishers Institute, New York, N.Y.; Office of Education (DHEW), Washington, D.C.

Pub Date 64

Note—90p.

EDRS Price MF-\$0.50 HC-\$4.60

Descriptors—*Adult Basic Education, *Curriculum Planning, *Dropouts, *Educational Needs, *Educational Strategies, *Evaluation, *Instructional Materials, *Job Training, *Manpower Development, *Publishing Industry, *Research
American textbook publishers, meeting with representatives from government, education, the library field, and other sectors, held a two-day conference to consider curriculum needs, instructional materials, and research in progress in adult basic education and job skills training. Separate panel discussions centered on existing instructional materials, instructional programs in manpower development training, meeting the educational needs of school dropouts, selecting and improving the content of materials for the undereducated. Following the formal presentations, small groups discussed and reported their views on innovative practices and new publishing methods and techniques. An examination was also made of possible avenues of cooperation among the various interests involved in adult basic education. (ly)

ED 032 505

AC 005 505

Continuing Education; A Statement of Policy and Recommendations by the Regents of the University of the State of New York. Position Paper, 4.

Pub Date May 69

Note—25p.

EDRS Price MF-\$0.25 HC-\$1.35

Descriptors—*Adult Basic Education, *Adult Education, *Citizenship, *Enrollment, *Estimated Costs, *Higher Education, *Material Development, *Personnel, *Program Administration, *Program Proposals, *Secondary Education, *State Aid, *State Programs, *Urban Extension, *Vocational Education

Identifiers—*New York State

Proposals are set forth for New York State financial aid to adult basic, secondary, Americanization, and occupational education; funding of community service and continuing higher education; development of instructional materials, leadership, and staff; and a study of continuing education in colleges, universities, and other community and cultural organizations. Guidelines are offered for client participation, multi-agency cooperation, community education centers, and other aspects of new state programs. The document includes six tables and a list of position papers. (ly)

ED 032 506

AC 005 506

Horizons Unlimited: A Statistical Report on Participant Training.

Agency for International Development, Washington, D.C.

Pub Date 67

Note—192p.; 10th annual edition.

EDRS Price MF-\$0.75 HC-\$9.70

Descriptors—*Contracts, *Developing Nations, *Educational Objectives, *Financial Support, *Followup Studies, *Foreign Students, *International Programs, *Orientation, *Program Costs, *Program Evaluation, *Program Length, *Selection, *Seminars, *Statistical Data, *Technical Assistance, *Technical Education

Identifiers—Agency for International Development

The annual report gives data on the United States contribution through the Agency for International Development (AID) toward the training of persons from the less developed countries in the U.S. or a third country. Included is background information on AID-sponsored training as regards: (1) relationship to program goals (2) cost sharing; (3) criteria for selection of trainees; (4) duration of training; (5) types of training (non-degree and degree); (6) determination of where to train (restrictions on training outside lesser developed country, local training, third country training, training in the U.S.); (7) orientation; (8) seminars; (9) counseling; (10) evaluation. Data showing total participant arrivals (for FY 1944 through FY 1967) under non-contract and contract programs, in the U.S. and third countries, are in Section 1; Section 2 is an expansion of the statistics of the first section to include detailed descriptions of the training programs, the number of new participants, and their sex and marital status. Sections three through six present: FY 1967 in-training statistics, FY 1967 departure statistics, AID followup program, and data by country. (nl)

ED 032 507

AC 005 515

Zernich, Theodore, Jr.

An Analysis of the Organizational Development of Four Museum Adult Education Programs and Their Effect upon the Adult Participants.

Pennsylvania State Univ., University Park.

Pub Date 67

Note—152p.; Ed. D. Thesis.

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan, 48106 (Order No. 68-8765, MF \$3.00; Xerography \$7.20)

Document Not Available from EDRS.

Descriptors—*Adult Education Programs, *Art Education, *Bibliographies, *Doctoral Theses, *Museums, *Participant Satisfaction, *Program Administration, *Program Development, *Questionnaires

Identifiers—Baltimore Museum of Art, Carnegie Museum of Art, Museum of Modern Art, Philadelphia Museum of Art

The population for the study consisted of the educational directors of The Museum of Modern Art, The Philadelphia Museum of Art; The Baltimore Museum of Art, and The Carnegie Museum of Art, and 259 participants in the museum programs for amateurs in art. Nine propositions were used to give information on the structure of the programs. An attitudinal questionnaire was given and measured through the use of Chi Square and the Fattus Significance of Difference of Percentages Scale. The general finding is that the adult art programs have taken on a service nature. The programs are highly adaptive to the interests of the adults when an interest is expressed in a certain area of study. This adaptive approach does not specify educational ends; instead, it specifies an undirected program that can be categorized as laissez faire. This extreme flexibility encourages a general ambiguity in the program. An overview of popular response to the education division reveals a relatively high degree of support. The appendix includes a bibliography and the questionnaire used. (author/nl)

ED 032 508

AC 005 542

Beverstock, A.G.

Industrial Training Practices.

Pub Date 68

Note—196p.

Available from—Classic Publications Ltd., Recorder House, Church Street, London N. 16, England (50s)

Document Not Available from EDRS.

Descriptors—*Audiovisual Aids, *Bibliographies, *Educational Legislation, *Higher Education, *Industrial Training, *Job Analysis, *Management Development, *Office Occupations, *Organizations (Groups), *Program Planning, *Sales Occupations, *Supervisory Training, *Technical Education, *Training Techniques

Identifiers—*Great Britain, *Industrial Training Act of 1964

Based primarily on British conditions, this volume concentrates on methods of industrial training for production workers, craftsmen and technicians, office personnel, technicians and technologists, supervisors, marketing and sales personnel, and the junior, middle, and senior or executive levels of management. General principles and fundamental concepts are introduced, followed by provisions of the Industrial Training

Act of 1964 and the functions of various implementing bodies. Such aspects as craft training, on the job training, recruitment and screening, job analysis, the induction and orientation of young workers, released-time technical higher education, development of training officers, program evaluation, and cooperation with educational institutions and trade unions, are covered. Guidelines are also offered for using lectures, group discussion, program instruction, case studies, films, and other activities and resources. The document includes chapter references, index, bibliography, organizations, adult schools, training schemes at different levels, and recent activities of the industrial training boards. (ly)

ED 032 509 AC 005 543
Definitions and Concept of Functional Literacy: An Analysis and Interpretation. Research Studies, 2.

Literacy House, Lucknow (India).

Pub Date 67

Note—91p.

EDRS Price MF-\$0.50 HC-\$4.60

Descriptors—Bibliographies, *Concept Formation, Criteria, *Definitions, Developing Nations, Educational Objectives, Educational Philosophy, Functional Literacy, Investigations, *Literacy, *Literacy Education, Theories, *Vocabulary

Identifiers—*India

This study sought to outline the general consensus of sociologists, educators, planners, administrators, and social reformers in India as to the nature of adult literacy; to examine drawbacks (if any) in their concepts; and to analyze and harmonize different viewpoints on functional literacy. Differing concepts in the field at large were traced mainly to different goals—economic development, vocational training, continuing education, productivity and social participation. A dichotomy was also noted between literacy as a medium for communicating ideas, and literacy as both a medium and an idea. Reactions of 40 respondents were obtained concerning a definition put forth by UNESCO. The respondents were sharply divided as to the scope of literacy skills and the subject content of literacy education. Moreover, their views seemed to reflect theory (especially from child psychology) rather than practical experience. A new definition based on the aim of making people more amenable to change was proposed and discussed. (Included are a bibliography and excerpts of respondents' remarks.) (ly)

ED 032 510 AC 005 544

Literacy House: Annual Report 1968.

Literacy House, Lucknow (India).

Pub Date 68

Note—47p.

EDRS Price MF-\$0.25 HC-\$2.45

Descriptors—Annual Reports, Demonstrations (Educational), *Developing Nations, Extension Education, *Family Management, Instructional Materials, Libraries, Library Extension, *Literacy Education, Material Development, Program Evaluation, Publications, Statistical Data, *Teacher Education, Womens Education, *Young Farmer Education

Identifiers—India, *Literacy House

The 1968 annual report of Literacy House focuses on functional literacy, food production, and family planning as well as on structural reorganization. A new organizational chart is included and the role of each individual in the organization is presented. The primary functions (training and research), and some details about the work of the organization are given. This latter includes: (1) evolving standardized test papers and literacy records for use in literacy projects; (2) evolving syllabi; (3) producing instructional materials and basic literature for literacy administrators and workers; (4) conducting inservice training for literacy teachers, university teachers, librarians, and jail employees; and (5) organizing followup services by bringing out quarterly and monthly newsletters. Literacy classes for women deal with chikan embroidery, family planning, home management, and continuing education. Other aspects covered are: central and district libraries, young farmers' institute (YFI), development of YFI farms, extension education, Young Women's Christian Association, and the publications of Literacy House. Many aspects of the report are supported by statistical data. (nl)

ED 032 511

Hendrickson, Andrew Aker, George F.

Education for Senior Adults.

Florida State Univ., Tallahassee. Dept. of Adult

Education.

Pub Date 69

Note—113p.

EDRS Price MF-\$0.50 HC-\$5.75

Descriptors—Adult Counseling, Adult Development, *Adult Education Programs, *Age, Bibliographies, Church Role, Community Programs, Community Resources, Fine Arts, Information Utilization, *Leadership Training, Libraries, Motivation, *Older Adults, Program Administration, Recreational Activities, Teaching Techniques

The major objectives of the Education for Senior Adults Leadership Development Institute were: (1) to give a deeper understanding of the characteristics of senior adults; (2) to give a sense of the richness and variety of activities that could be built into a program for the aging; (3) to provide help in problems of organizing and administering educational programs for the aging; and (4) to motivate participants to use what they learn when they return to their communities. Addresses covered: an overview of education on aging; sociological aspects of aging; recreation's contribution to education of older adults; physiology of aging; the role of the arts in the education of the aging; the place of the church in the continuing education of the aging; what it means to teach older adults; counseling of older adults; a comprehensive and coordinated community approach in planning education program for older persons; and use of the library and other community resources. A general section given on evaluation, emphasizes the relationship between evaluation and goals. This is followed by a copy of three evaluation forms used during the institute and a bibliography. (nl)

ED 032 512

Survey of Adult Basic Education in New

Hampshire.

National Association for Public School Adult

Education, Washington, D.C.

Pub Date 69

Note—86p.

EDRS Price MF-\$0.50 HC-\$4.40

Descriptors—Administrative Personnel, *Adult Basic Education, Classroom Techniques, Cooperative Planning, Counselors, *Program Evaluation, *Public School Adult Education, Recruitment, Scheduling, *State Programs, Statistical Data, Student Characteristics, Surveys, Teacher Characteristics, Teacher Role, Testing, Textbooks

Identifiers—*New Hampshire

This 1968-69 survey of adult basic education (ABE) in New Hampshire sought to collect basic data, to provide an innovative survey approach, and to develop an effective means of program expansion for over 56,000 foreign born and other adults with less than an eighth grade educational level. Interviews were held, and 21 ABE classes visited in nine communities; 18 ABE personnel furnished self-evaluations during course in Manchester; and briefings were held for ABE teachers and directors. ABE directors, teachers, counselors, and students were surveyed by questionnaire, and responses from 57 community leaders were also tabulated. Such program aspects as patterns of cooperation, program objectives, effectiveness of classroom techniques, teacher characteristics, student background and aspirations, selection of textbooks, scheduling, and testing were investigated. It was concluded that the overall program is beginning to meet the needs of its clientele. Needs in leadership training, curriculum, methods, publicity, and cooperative planning were suggested, together with steps for back home implementation. (The document includes 46 tables.) (ly)

ED 032 513

Coltharp, Lurline H.

Expanding the Use of the Laboratory.

Pub Date Mar 69

Note—9p.; Paper given at the Third Annual

TESOL Convention, Chicago, Illinois, March 5-

8, 1969

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—College Students, *English (Second Language), Foreign Students, *Language Instruction, *Language Laboratory Use, Self

Evaluation, *Tape Recordings, *Teaching Techniques, Writing Skills

The author reports on a project designed to help foreign students make the transition from special English to regular college English classes through expanded use of the language laboratory. The project, conducted at the University of Texas at El Paso in 1968 (in the spring and fall semesters), was set up specifically to provide additional training in listening to different voices, and to sharpen skills in note-taking and outlining in English classes. The first part of the research used students from the Freshman English course—one group of foreign students, and a control group of English-speaking freshmen. Fifteen-minute tapes were made on a variety of subjects by six professors and an outside visitor. The students could hear a tape twice in one 50-minute lab period. They took notes and outlined the taped lecture. Their notes, taken up after every lab session to avoid any copying, were supplemented by work in class. The teacher took the notes to class and the students were given their own notes to look over. They then kept them for use during a test on the tape—at which time they could see whether or not they had written down the things important for that test. This self evaluation led to improved skills. Commercial tapes and several other innovations were added in the second semester of research. The author feels the program's aims were accomplished. (AMM)

ED 032 514

Lindamood, Charles H.

The ADD Test—Auditory Discrimination in Depth.

Pub Date Mar 69

Note—5p.; Paper given at the Third Annual TESOL Convention, Chicago, Illinois, March 5-8, 1969

EDRS Price MF-\$0.25 HC-\$0.35

Descriptors—*Auditory Discrimination, Auditory Evaluation, *Auditory Perception, *Auditory Visual Tests, Language Development, Language Patterns, Language Skills, Learning Processes, *Phonemes, Reading Improvement

Identifiers—ADD Test, *Auditory Discrimination in Depth, Phoneme Grapheme Correspondence

The ADD (Auditory Discrimination in Depth) Test measures the auditory perceptions basic to grasping the logic of the English writing and reading system. If the level of a subject's auditory perception—his ability to discriminate the phonemes of English and his ability to code phonemic sequences in both non-syllabic and syllabic units—can be determined, it can be estimated how much developmental work is going to be needed before the writing and reading task will become comprehensible to him. The ADD Test gives both diagnostic and prognostic information in this respect. This test requires the subject to manipulate colored blocks to indicate his perception of the relationships of sounds in oral patterns. The three categories involved are designed to check the ability to (1) discriminate isolated phonemes in sequence; (2) perceive phonemic relationships in a simple, protected syllable; and (3) perceive phonemic relationships in complex syllables. Informal norms suggest that if auditory perceptual judgment is functioning, four-year-olds can handle Category I, first- and second-graders can handle Categories II and III. Difficulty with Category I after five or six years of age is uncommon, but even some adults cannot handle Categories II and III. This deficiency has been reflected in almost every instance in poor word attack in reading and poor spelling skills. (See related document ED 028 430.) (AMM)

ED 032 515

Gelpi, Elsa

The Enjoyment of Literature.

Pub Date Mar 69

Note—12p.; Paper given at the Third Annual TESOL Convention, Chicago, Illinois, March 5-8, 1969

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—*English (Second Language), *Literary Genres, *Literature, *Literature Appreciation, Reading Skills, Student Attitudes, *Teaching Techniques, Vocabulary Skills

The enjoyment of literature, as well as that of any other human endeavor, requires readiness. The literature teacher has two responsibilities—to discover the student's previous literary experiences, and to be thoroughly familiar with the problems involved in the development of literary appreciation in a second language. Assuming that

the reader of a second language has acquired the basic skills of reading in his native language and that he can read in English with some fluency, it is extremely important that his attitude towards reading literature be positive. To achieve this, he must have been introduced to the literary world at a comfortable, uncomplicated level, where the theme was not too unfamiliar and the vocabulary load not an obstacle to comprehension and enjoyment. The reader must also develop skill in perceiving implied meanings, generalizing, grasping and relating important ideas, anticipating events and predicting outcomes, and recognizing sound patterns and rhythm which evoke sensory images. It is suggested that teachers avoid exhausting every line, crowding materials, lecturing instead of teaching, and spending too much time on historical or social background. Teachers should look out for misinterpretations due to cultural differences, and not assume skills or emotional maturity. Selection and presentation of various literary forms are discussed. (AMM)

ED 032 516

AL 001 779

Nine, Carmen Judith

Linguistic and Methodological Concepts Underlying a Pronunciation Course in English for Spanish-Speaking Seventh Graders in Puerto Rico.

Pub Date 8 Mar 69

Note—7p.; Paper given at the Third Annual TESOL Convention, Chicago, Illinois, March 5-8, 1969

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—*English (Second Language), Interference (Language Learning), *Junior High School Students, *Pronunciation Instruction, *Puerto Ricans, *Remedial Instruction, Teaching Methods

"An English Pronunciation Course for Puerto Rican Seventh-Graders" grew out of a similar remedial pronunciation course for freshmen at the University of Puerto Rico. One of the linguistic principles involved in teaching young adults a foreign language concerns the fact that "linguistic acquisition is stabilized by puberty," and language learning becomes progressively more difficult (but not impossible, as the author points out). Interference from the vernacular, another difficulty, is met with in these pronunciation courses by the use of visual representation of words containing the new sounds being practiced, rather than the written representation. The students concentrate first on hearing the new sounds and reproducing them, after which they are drilled from print. A knowledge of the nature of oral language is invaluable help in teaching difficult English sounds. Experiments show that one can learn to perceive the non-significant features of one's own language quite easily in another; it is only a matter of time and effort from perception to production. The courses, which end with a correlation lesson on the symbols used in the lessons and those used by a standard pocket dictionary, aim to give the students oral and listening skills which can help them to speak and understand English better. They must continue practicing these skills in an oral course in grammar. (AMM)

ED 032 517

AL 001 794

Regan, Timothy F.

ESOL and the Adult Learner.

Pub Date Mar 69

Note—7p.; Paper given at the Third Annual TESOL Convention, Chicago, Illinois, March 5-8, 1969

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—*Adult Basic Education, *Audiolingual Methods, *Disadvantaged Groups, *English (Second Language), Learning Processes, Mexican Americans

Problems of adult basic education in the United States, symptomatic of the connection between poverty, poor education, and unemployment, have forged for the disadvantaged adult most of the links in the unbreakable chain of deprivation, frustration, and despair. The problem of ESOL (English for Speakers of Other Languages) instruction is complicated by the changing relationship between education and the ability to obtain employment. The treatment of the Mexican-American particularly, in trying to achieve acculturation rather than assimilation, has resulted in the wholesale dropout of two generations of students, now adults, who must be molded into functioning members of society.

Compared to children, adults have a much larger native language vocabulary and have already developed abstract concepts in their first language. Also, if they are literate in their own language, they can usually make conscious and deliberate use of grammatical generalizations and apply them to new language experiences. Because of these two factors, the following features of the audiolingual method represent a conflict of learning theory and are pedagogically inappropriate for the adult education student in ESOL: (1) dialog-centered lessons; (2) inductive learning of grammatical patterns; (3) avoidance of the native language; (4) withholding the written form; and (5) natural speed of presentation. (AMM)

ED 032 518

AL 001 798

Kajita, Masaru

A Generative-Transformational Study of Semi-Auxiliaries in Present-Day American English.

Pub Date Sep 67

Note—184p.; Doctoral dissertation presented to Princeton University, Program in Linguistics, September 1967.

Available from—Sansei-do Book Store, Ltd., 1, Ichome Kanda-Jimbo-cho, Chiyoda-ku, Tokyo, Japan (\$7.00).

Document Not Available from EDRS.

Descriptors—*American English, Deep Structure, Sentences, Sentence Structure, *Structural Analysis, Surface Structure, *Transformational Grammar, Transformation Theory (Language), *Verbs

Identifiers—*Co Occurrence Restrictions

Despite the similarity in the surface structure, sentences containing a semi-auxiliary (e.g., "avoid," "bother," "happen," "seem," "begin," "tend," etc.) followed by a "to" infinitive or a gerund show a number of differences among themselves in respect to the co-occurrence restrictions imposed on their constituents, certain aspects of semantic interpretation, and the possible range of related sentences. This study examines the characteristics of semi-auxiliaries from these viewpoints and accounts for them in terms of the generative-transformational theory of grammar. A corpus consisting of about one million words of running text of edited present-day American English is examined and the results of the examination are checked with native speakers' comments. The deep structures of semi-auxiliary constructions are determined and semi-auxiliaries are subclassified into six groups on the basis of (1) the types of their underlying subjects, (2) the positions which their embedded sentences occupy in the deep structure, and (3) the restrictions imposed upon the internal structures of their embedded sentences. The following assumptions are made: English has a number of sentence-like elements assigned to different layers of phrase structure by some of the earliest rewrite rules, and not only the initial symbol S, but other types of sentence-like elements can be recursively introduced. (Author/AMM)

ED 032 519

AL 001 805

Levenson, Stanley

TBBETSOL: The LEA (Teaching Beginning Reading to Speakers of Other Languages: The Language Experience Approach).

Pub Date 8 Mar 69

Note—12p.; Paper given at the Third Annual TESOL Convention, Chicago, Illinois, March 5-8, 1969

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—*Acculturation, Beginning Reading, *Bilingual Education, Bilingual Students, *English (Second Language), Kindergarten, Language Experience Approach, *Prereading Experience, Preschool Education, *Reading Instruction, Student Developed Materials, Ten Children exposed to the Language Experience

Approach are able to conceptualize that what they think about they can say; what they say can be written or dictated to the teacher; what has been written can be read; and that they can read what they have written, and what others have written for them to read. It is recommended that a child first begin the reading program in his native language with the help of a bilingual teacher or teacher aide. When ready, he begins the reading programs in English. Initially, he expresses his experience in some graphic form such as drawing, painting, or clay work, and then tells his experience to the teacher and the other children. He dictates his story about the picture to the teacher in his own words, with the teacher writ-

ing the story about the picture in his language, the way he says it. He begins to write by tracing over the teacher's writing and eventually writes out his own stories, which are bound and become part of the basic and supplementary reading program. In his discussion of this approach to teaching reading in a bilingual preschool program, the author describes the basic assumptions, the advantages, and the flexibility in organization and scheduling. He concludes with several stories representing various levels of English proficiency, written by bilingual children in California and Massachusetts. (AMM)

ED 032 520

AL 001 964

Ornstein, Jacob

Language Varieties Along the U.S.-Mexican Border.

Pub Date Sep 69

Note—27p.; Paper presented to the Sociolinguistics Section of the 2nd International Congress of Applied Linguistics, Cambridge, England, September 8-12, 1969.

EDRS Price MF-\$0.25 HC-\$1.45

Descriptors—*Bilingualism, Dialect Studies, *English (Second Language), Language Skills, *Mexican Americans, Multilingualism, Non-standard Dialects, Social Dialects, *Sociolinguistics, *Spanish Speaking

The U.S. Southwest and particularly the region along the 1000-mile long U.S.-Mexican boundary, offers a ready laboratory for the observation of many phases of multilingualism and multiculturalism. The author feels, however, that the rich sociolinguistic material of the area has suffered from over-simplification and neglect. Very few synchronic studies along modern linguistic lines have appeared. He believes that the Bilingual Education Act of 1968 and the Sociolinguistic Study on Southwest Spanish, supported by the University of Texas at El Paso's Research Institute, will help change the situation. After explaining briefly the aims of the Sociolinguistic Study, the author presents a survey of the historical evolution of the study of multilingualism. He also suggests a schema of the language situation of the Southwest. (DO)

ED 032 521

AL 002 028

Japanese; Particles, Verbs, and Adjectives.

Defense Language Institute, Washington, D.C.

Pub Date Oct 67

Note—125p.

EDRS Price MF-\$0.50 HC-\$6.35

Descriptors—Adjectives, Grammar, *Instructional Materials, *Japanese, *Language Instruction, *Reference Materials, *Supplementary Textbooks, Verbs

Identifiers—*Particles (Languages)

This volume has been prepared as a reference book on particles, verbs, and "true" adjectives, as presented in the Defense Language Institute's Basic Course in Japanese. Forty-six particles are listed, with varying numbers of different usages explained and illustrated by examples. (AMM)

ED 032 522

AL 002 049

Molnos, Angela, Comp.

Area, Ethnic, and Subject Indices to the EARIC Information Circular No. 1, "Sources for the Study of East African Cultures and Development".

East African Academy & Research Information Center, Nairobi (Kenya).

Pub Date Jul 69

Note—27p.

Available from—The Secretary-General, East African Academy, P.O. Box 30756, Nairobi, Kenya.

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*African Culture, Cultural Centers, Economic Development, *Ethnic Studies, *Indexes (Locators), *Reference Materials, *Resource Guides, Social Sciences

Identifiers—*East Africa, Kenya, Tanzania, Uganda

These indices have been prepared in response to the readers of the first EARIC Information Circular: "Sources for the Study of East African Cultures and Development: A Bibliography of Social Scientific Bibliographies, Abstracts, Reference Works, Catalogues, Directories, Writings on Archives, Bibliographies, Abstracts, Reference Libraries and Museums, With Special Reference to Kenya, Tanzania and Uganda 1946-1966 (1967-1968)." (See ED 029 295.) This 26-

page listing consists of notes to the user, a list of abbreviations, the area and ethnic index, and the subject index. All communications concerning these publications should be addressed to the Secretary-General of the East African Academy (rather than to the East African Research Information Centre, which is no longer autonomous but has become part of the Academy, under the name Research Information Centre). (AMM)

ED 032 523 48 AL 002 059

Barker, Muhammad Abd-al-Rahman And Others
An Urdu Newspaper Word Count.

McGill Univ., Montreal (Quebec). Institute of Islamic Studies.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-6-3061

Pub Date 69

Contract—OEC-1-7-063061-0213

Note—453p.

Available from—McGill University Press, 3458 Redpath Street, Montreal, Quebec, Canada

Document Not Available from EDRS.

Descriptors—*Dictionaries, English, Language Research, Lexicography, *Newspapers, *Supplementary Textbooks, *Urdu, *Word Frequency, Writing

Identifiers—*Word Counts

This volume is the last of four works dealing with the Urdu language prepared by the Institute of Islamic Studies, McGill University. (See "A Course in Urdu," ED 013 435-7; "A Reader of Modern Urdu Poetry," ED 022 163; and "An Urdu Newspaper Reader," AL 002 107.) The present volume, although not intended primarily as a dictionary, is suggested as a supplementary vocabulary source for further reading and research. The corpus upon which this work is based contains 136,783 running words, collected from 15 Pakistani newspapers. The author's rules (which differ somewhat from those of Brill and Landau), as well as a discussion of word counts, the corpus of this work, word count methodology, Arabic orthography, and other pertinent information, are presented in the introductory section. Part One comprises the Urdu-English Alphabetical List, which gives the orthography, frequency, pronunciation, grammatical class membership, meaning, and usage of each lexeme. Part Two, the Frequency List, relists all occurring words in descending order of frequency. (AMM)

ED 032 524 AL 002 063

Tsuboi, Chuji

An Intensive Training Course in English.

Pub Date Jun 69

Note—10p.; Paper presented at the Regional Seminar of the SEAMEC Regional English Language Centre, Singapore, June 9-14, 1969.

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—*Communication Skills, *English (Second Language), Instructional Innovation, *Intensive Language Courses, *Language Instruction, *Teaching Methods

Identifiers—*Council on Language Teaching Development of Japan

While "good" English is desirable in developing skill in the language as an international tool of communication, phonetic and grammatical perfection are not of prime importance. (The author observes that many Japanese are so conscious of rules that they are reluctant to speak in English.) The speaker must have, first of all, an intellectually valuable idea deserving of debate or discussion, and his English must be sufficient to participate in a group where communication is taking place. It is the primary aim of the ITC (Intensive Training Courses), set up by the Council on Language Teaching Development of Japan in 1968, to train students to overcome their reluctance to speak English by developing skill in communicating their ideas in English. Thirty-two ITC groups in English were set up throughout Japan. Each group, consisting of one Japanese English instructor, one native speaker informant furnished by the American Committee for Cooperation on English in Japan, and 15-20 students, was required to spend two weeks totally immersed in an English-speaking atmosphere. No specific method or theory for English teaching was recommended; the teachers were asked, however, to place as much emphasis on debating exercise as possible. Pre- and post-tests were given and "remarkable progress" was shown both in the written and the oral-aural tests. (AMM)

ED 032 525

Robinet, Betty Wallace, Ed.

On Teaching English to Speakers of Other Languages. Series 3.

Teachers of English to Speakers of other Languages.

Pub Date 67

Note—186p.

EDRS Price MF-\$0.75 HC-\$9.40

Descriptors—*English (Second Language), *Instructional Materials, *Language Instruction, Language Programs, *Teacher Education, *Teaching Methods

The contents of this series (a compilation of papers read at the Teachers of English to Speakers of Other Languages Conference, New York City, March 17-19, 1966) are grouped according to general subject and authors—(1) TESOL as a Professional Field, by S. Ohannessian, A.H. Marckwardt, G. Capelle, D. Glicksberg; (2) Reports on Special Programs, by C.H. Prator, P.W. Bell, L.H. Salisbury, J.B. King, M. Finocchiaro, G.S. Nutley; (3) Some Key Concepts and Current Concerns, by R.B. Long, J.D. Bowen, S.C. Lin, N. Greis, C.C. Fries, E.M. Anthony, R.N. Campbell, E. Ott, B. Reifel, C. Senior; (4) Materials, Their Preparation and Use, by W.N. Francis, R.J. DiPietro, A. MacLeish, C.B. Paulston; (5) What to Do in the Classroom, Devices and Techniques, by C.J. Kreidler, R. Brande, R.J. Schwartz; and (6) The TESOL Conference at New York, by G.L. Anderson. (This document previously announced as ED 012 460.) (AMM)

ED 032 526

Imamura, Shigeo Ney, James W.

Readings from Samuel Clemens. The Audio-Lingual Literary Series I.

Pub Date 69

Note—116p.

Available from—Blaisdell Publishing Company, 275 Wyman Street, Waltham, Massachusetts 02145.

Document Not Available from EDRS.

Descriptors—American Literature, Audiolingual Methods, *English (Second Language), Instructional Materials, *Language Instruction, *Language Skills, Pattern Drills (Language), Pronunciation Instruction, *Reading Materials, Vocabulary

This text and the other two volumes in the series (see AL 002 067 and AL 002 068) are intended for advanced courses in English for speakers of other languages and are designed to provide students with practice in the language skills necessary for college-level studies. The 22 lessons in this volume are based on two moderately simplified selections from Samuel Clemens: "The Celebrated Jumping Frog of Calaveras County," a short story, and "Jim Runs Away" from "Huckleberry Finn." Each lesson is based on a part of a reading and contains various drills and exercises: (1) a pronunciation drill contrasting phonemes in minimal pairs, words, and short sentences; (2) a vocabulary exercise in which the student must replace the word in the cue with the synonym used in the readings; (3) a structure drill of the binary transformation type; (4) a question and answer drill; and (5) a composition exercise in which a paragraph must be rewritten by combining sentences according to the instructions given. Each lesson is closely related to those preceding and following it. At the end of each of the two parts, the original version of the reading is given, followed by supplementary exercises to help the student study on his own. (DO)

ED 032 527

Imamura, Shigeo Ney, James W.

Readings on American Society. The Audio-Lingual Literary Series II.

Pub Date 69

Note—155p.

Available from—Blaisdell Publishing Company, 275 Wyman Street, Waltham, Massachusetts 02154.

Document Not Available from EDRS.

Descriptors—Audiolingual Methods, *English (Second Language), Instructional Materials, Intonation, Labor Unions, *Language Instruction, *Language Skills, Pattern Drills (Language), Political Science, Pronunciation Instruction, *Reading Materials, Vocabulary

AL 002 064

This text contains 11 lessons based on an adaptation of the 1964 essay "Automation: Road to Lifetime Jobs" by A.H. Raskin and 14 lessons based on an adaptation of John Fischer's 1948 essay "Unwritten Rules of American Politics." The format of the book and the lessons is the same as that of the other volumes of "The Audio-Lingual Literary Series." (See AL 002 066 for a description and AL 002 068 for the third volume in the series.) The pronunciation drills in the second part of this book deal with sentence intonation patterns. (DO)

ED 032 528

Imamura, Shigeo Ney, James W.

Readings in the Philosophy of Science. The Audio-Lingual Literary Series III.

Pub Date 69

Note—115p.

Available from—Blaisdell Publishing Company, 275 Wyman Street, Waltham, Massachusetts 02154.

Document Not Available from EDRS.

Descriptors—Audiolingual Methods, *English (Second Language), Instructional Materials, Intonation, *Language Instruction, *Language Skills, Modern Science, Pattern Drills (Language), Philosophy, Pronunciation Instruction, *Reading Materials, Vocabulary

This book contains two reading selections: "Science and Human Life" by Bertrand Russell and "The Unwritten Rules of American Politics" by Hugh Stevenson Tigner. Each selection is presented first in a moderately simplified version to provide a basis for a limited number of phonetic and syntactic problems, with questions on content, then in its original form with supplementary exercises. See AL 002 066 (Volume I) for a description of the format and AL 002 067 for Volume II. (DO)

ED 032 529

Lance, Donald M.

A Brief Study of Spanish-English Bilingualism: Final Report, Research Project ORR-Liberal Arts-15504.

Texas A and M Univ., College Station. Coll. of Liberal Arts.

Spons Agency—Texas A and M Univ., College Station. Research Council.

Report No.—RP-ORR-LA-15504

Pub Date 25 Aug 69

Note—102p.

EDRS Price MF-\$0.50 HC-\$5.20

Descriptors—*Bilingualism, *English (Second Language), Foreign Students, *Interference (Language Learning), Language Development, *Mexican Americans, Nonstandard Dialects, Spanish Speaking, Standard Spoken Usage

The five papers in this report present partial analyses of data collected for an exploratory research project. The five papers are: (1) "Discussion of Research Procedures and General Observations Regarding Bilingualism," Donald M. Lance; (2) "Some Comments on the English of Eight Bilinguals," Gail McBride Smith; (3) "Analysis of the English of Four Spanish-Speaking Foreign Students," Barbara Taylor Ward; (4) "Dialectal and Nonstandard Forms in Texas Spanish," Donald M. Lance; and (5) "The Mixing of English and Spanish," Donald M. Lance. Dr. Lance has also written a section "Conclusions and Implications." He concludes that the cause of the nonstandard English usage of bilinguals is not only Spanish interference but also language development, particularly in children, and the use of dialect forms that are also common throughout the "Anglo" and Negro communities. Evidence also indicates that when Mexican-Americans mix English and Spanish together in the same sentence the result is not a creolized language but instead a very relaxed and arbitrary switching of codes, both of which are available for use at any time. Appendices give a list of interviewers and informants, incidence of mixing of English and Spanish, and a non-parametric statistical analysis of the word-count in Appendix II. (DO)

ED 032 530

Johnson, Francis C.

The Discipline of Teaching English as a Second Language: A Theoretical Framework.

Pub Date Jun 69

Note—20p.; Paper read at the Regional English Language Seminar, Singapore, June 1969.

EDRS Price MF-\$0.25 HC-\$1.10

AL 002 068

Imamura, Shigeo Ney, James W.

Readings in the Philosophy of Science. The Audio-Lingual Literary Series III.

Pub Date 69

Note—115p.

Available from—Blaisdell Publishing Company, 275 Wyman Street, Waltham, Massachusetts 02154.

EDRS

Descriptors—Audiolingual Methods, *English (Second Language), Instructional Materials, Intonation, *Language Instruction, *Language Skills, Modern Science, Pattern Drills (Language), Philosophy, Pronunciation Instruction, *Reading Materials, Vocabulary

This book contains two reading selections: "Science and Human Life" by Bertrand Russell and "The Unwritten Rules of American Politics" by Hugh Stevenson Tigner. Each selection is presented first in a moderately simplified version to provide a basis for a limited number of phonetic and syntactic problems, with questions on content, then in its original form with supplementary exercises. See AL 002 066 (Volume I) for a description of the format and AL 002 067 for Volume II. (DO)

AL 002 073

Lance, Donald M.

A Brief Study of Spanish-English Bilingualism: Final Report, Research Project ORR-Liberal Arts-15504.

Texas A and M Univ., College Station. Coll. of Liberal Arts.

Spons Agency—Texas A and M Univ., College Station. Research Council.

Report No.—RP-ORR-LA-15504

Pub Date 25 Aug 69

Note—102p.

EDRS Price MF-\$0.50 HC-\$5.20

Descriptors—*Bilingualism, *English (Second Language), Foreign Students, *Interference (Language Learning), Language Development, *Mexican Americans, Nonstandard Dialects, Spanish Speaking, Standard Spoken Usage

The five papers in this report present partial analyses of data collected for an exploratory research project. The five papers are: (1) "Discussion of Research Procedures and General Observations Regarding Bilingualism," Donald M. Lance; (2) "Some Comments on the English of Eight Bilinguals," Gail McBride Smith; (3) "Analysis of the English of Four Spanish-Speaking Foreign Students," Barbara Taylor Ward; (4) "Dialectal and Nonstandard Forms in Texas Spanish," Donald M. Lance; and (5) "The Mixing of English and Spanish," Donald M. Lance. Dr. Lance has also written a section "Conclusions and Implications." He concludes that the cause of the nonstandard English usage of bilinguals is not only Spanish interference but also language development, particularly in children, and the use of dialect forms that are also common throughout the "Anglo" and Negro communities. Evidence also indicates that when Mexican-Americans mix English and Spanish together in the same sentence the result is not a creolized language but instead a very relaxed and arbitrary switching of codes, both of which are available for use at any time. Appendices give a list of interviewers and informants, incidence of mixing of English and Spanish, and a non-parametric statistical analysis of the word-count in Appendix II. (DO)

AL 002 076

Johnson, Francis C.

The Discipline of Teaching English as a Second Language: A Theoretical Framework.

Pub Date Jun 69

Note—20p.; Paper read at the Regional English Language Seminar, Singapore, June 1969.

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—*Action Research, *Communication Skills, *English (Second Language), Language Research, Linguistic Theory, Research Criteria, *Teaching Methods

The author plays the role of "devil's advocate," stating that present language teaching methods and techniques are not based on "linguistic theories." Transformation exercises, including conversations, transpositions, reductions, and expansions, were part of the language teachers' stock-in-trade fifty or a hundred years before a theory of transformational grammar was developed. It is dangerous to accept the imposition of linguistic theory as the basis of effective teaching methodology. The goal of the linguist, who works in a framework of ex-post facto analysis of data, is the description of language; the goal of the language teacher who works in a framework of experimentation where outcomes are not predictable, is the development of language skills in the learner. Those teachers who have inherited students who have passed proficiency tests in English and are unable to cope with communication in an English-speaking environment can testify to the inadequacy of the assumption that the ability of a student to reproduce the symbols of the English language is both necessary and sufficient to effective communication in English. Suggested as a focus of attention is not improvement within the present view of language teaching and learning, but the restructuring of the present view, to accomplish the goal of communication. Prime areas of research are discussed. (AMM)

ED 032 531 AL 002 085

Khalafallah, Abdelghany A.
A Descriptive Grammar of Sa'idi Egyptian Colloquial Arabic. *Janua Linguarum Series Practica* 32.

Pub Date 69

Note—124p.

Available from—Mouton and Company, The Hague, P.O. Box 1132, The Netherlands (36.00 D.G.)

Document Not Available from EDRS.

Descriptors—*Arabic, *Descriptive Linguistics, *Dialect Studies, Form Classes (Languages), *Grammar, Morphology (Languages), Morphophonemics, Phonemic Alphabets, Phonology, Standard Spoken Usage, *Structural Analysis, Suprasegmentals, Syntax Identifiers—Egyptian Arabic Dialects

This study presents the first descriptive analysis of the structure of Sa'idi, the variety of Egyptian Arabic spoken by the inhabitants of the Nile Valley between Cairo and Aswan. It is hoped that this study, designed to describe the phonemics, morphemics, and syntax of Sa'idi, will contribute to dialect studies of the varieties of Arabic spoken in Egypt, and to comparative studies of Arabic dialects. Part I treats the phonemes, suprasegmentals, vocalic system, consonants, emphasis, phonotactics, and morphophonemic alternation. Part II treats morphemic segments, form classes, pronouns, pronominals, and particles. Part III deals with syntactic units, types of phrases, clauses and sentences, negation, and interrogation. A sample text in Sa'idi concludes this section; an appendix on phonotactics concludes the volume. All Sa'idi material appears in phonemic transcription rather than in Arabic script. (AMM)

ED 032 532 AL 002 088

Dolezel, Lubomir, Ed. Bailey, Richard W., Ed.
Statistics and Style. *Mathematical Linguistics and Automatic Language Processing* No. 6.

Pub Date 69

Note—245p.

Available from—American Elsevier Publishing Company, Inc., 52 Vanderbilt Avenue, New York, N.Y. 10017 (\$9.75)

Document Not Available from EDRS.

Descriptors—*Language Styles, *Literary Styles, *Mathematical Linguistics, Mathematical Models, Poetry, Sentences, *Statistical Analysis, *Statistics, Vocabulary

This collection of 17 articles concerning the application of mathematical models and techniques to the study of literary style is an attempt to overcome the communication barriers that exist between scholars in the various fields that find their meeting ground in statistical stylistics. The articles selected were chosen to represent the best efforts of statisticians, psychologists, linguists, and literary scholars in dealing with the statistical investigation of texts

and text styles. In addition to essays originally written in English, major contributions have been selected and translated from French, Russian, and German. Six essays, written specifically for this volume, appear here for the first time. Articles are arranged topically: (1) The Theory of Statistical Stylistics—Werner Winter and Lubomir Dolezel; (2) Vocabulary Measures—Paul E. Bennett, Charles Muller, and Friederike Antosch; (3) Sentence-Level Measures—C.B. Williams, Kai Rander Buch, and Curtis W. Hayes; (4) Poetics—Jiri Levy, A.M. Kondratov, and Lawrence Gaylord Jones; (5) Individual Styles—John B. Carroll, John J. Dreher and Elaine L. Young, George M. Landon, Frederick L. Burwick, and Karl Kroeber; and (6) History—Richard W. Bailey. Notes on the contributors and an index conclude the volume. (AMM)

ED 032 533 AL 002 089

Crystal, David
Prosodic Systems and Intonation in English. *Cambridge Studies in Linguistics* 1.

Pub Date 69

Note—381p.

Available from—Cambridge University Press, 32 East 57th Street, New York, N.Y. 10022 (\$16.00)

Document Not Available from EDRS.

Descriptors—Bibliographies, Descriptive Linguistics, *English, Grammar, *Intonation, *Language Patterns, Semantics, Structural Analysis, *Suprasegmentals, *Versification

Presented is a systematic linguistic description of such features as intonation and stress, usually summed up in the phrase "tone of voice." Paying special attention to English, the author has aimed to present as complete a description as possible, and to clarify the theoretical concepts needed to talk precisely about these phenomena. Following some preliminary considerations and a discussion of past work on prosodic features, the author discusses voice quality and sound attributes in prosodic study, the prosodic features and the intonation system of English, and the grammar and semantics of intonation. An extensive bibliography, an author index, and a subject index are appended. (AMM)

ED 032 534 AL 002 090

Rand, Earl
Constructing Dialogs.

Pub Date 69

Note—158p.

Available from—Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, N.Y. 10017 (\$2.95)

Document Not Available from EDRS.

Descriptors—Autoinstructional Aids, College Students, *English (Second Language), Foreign Students, High School Students, *Instructional Materials, *Language Instruction, Nominals, Pattern Drills (Language), Pronouns, *Tent, *Transformations (Language), Verbs

This volume consists of 86 structured, patterned drills based upon rules which reflect the competence of native speakers to pronominalize, nominalize, delete, and otherwise transform English sentences in the context of other English sentences. These drills are designed to be used in English courses for foreign students and for speakers of nonstandard dialects. They presuppose an elementary knowledge of standard written English and are intended for use in colleges, universities, upper secondary schools, special classes, and tutorial sessions. The material, providing practice for the student to learn how English sentences are transformed within simple English dialogs, is concerned with the problems of proper pronominalization, verb tenses, nominalizations, and deletions, all within two-to-four-line dialogs. The student is required to generate sentences that are not only grammatically correct, but that are contextually correct as well. The drills, which are also designed to provide for individual differences, are presented in a semiprogrammed format so that the student can be assigned drills on the structures he is having difficulty with and can practice them at his own rate. (Author/AMM)

ED 032 535 AL 002 094

Wolfram, Walter A.
Social Dialects from a Linguistic Perspective: Assumptions, Current Research, and Future Directions.

Pub Date Oct 69

Note—57p.; Paper presented at the Center for Applied Linguistics Conference on Approaches to Social Dialects, Washington, D.C., October 31 to November 1, 1969.

EDRS Price MF-\$0.25 HC-\$2.95

Descriptors—Descriptive Linguistics, *Dialect Studies, Linguistic Theory, *Negro Dialects, *Nonstandard Dialects, Research Needs, *Social Dialects, *Sociolinguistics, Surveys

This paper begins with a discussion of the assumptions basic to the study of both language and social dialects: verbal systems are arbitrary, all languages or dialects are adequate as communicative systems, they are systematic and ordered and learned in the context of the community. A survey of current work and findings in dialect studies follows. In the last part of the paper, the author discusses research needs in the area of (1) field techniques (size of sample necessary for a reliable study of social dialects; role of race, sex, and social class of the fieldworker in affecting the speech of an informant; elicitation procedures which can get at judgments of the grammaticality of nonstandard structures apart from judgments about social acceptability; and importance of statistical calculations in comparing the various quantitative measurements that are made), (2) descriptive studies (intonation, Black English in the South, nonstandard white dialects, age-grading, acquisitional studies of nonstandard dialects, and more descriptive data on the role of sex in language), and (3) theoretical issues (way in which observed linguistic variation can be accounted for in a linguistic model of description, extent to which a description can encompass more than one idiolect, and descriptive differences between several types of language situations). (DO)

ED 032 536 24 AL 002 095

Garvey, Catherine Baldwin, Thelma L.
A Self-Instructional Program in Standard English: Development and Evaluation.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools. Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No—R-50

Bureau No—BR-6-1610

Pub Date Sep 69

Grant—OEG-2-7-061610-0207

Note—69p.

EDRS Price MF-\$0.50 HC-\$3.55

Descriptors—*Course Evaluation, Grade 5, Language Instruction, *Material Development, *Negro Dialects, Nonstandard Dialects, *Programmed Instruction, Standard Spoken Usage, *Tent

This report describes the design, production, and evaluation of the first six lessons of a self-instructional program in standard English. The program is designed for use by fifth-grade students in Baltimore who are speakers of Baltimore nonstandard Negro English. The six lessons were developed, pre-tested, revised, and evaluated in an attempt to assess the effectiveness of the program and to provide a more empirical basis for further development of instructional materials for the particular student population. A mastery test, constructed to measure the objectives of the lessons, successfully discriminated between the students receiving the programed instruction and a control group. Furthermore, the evaluation resulted in specific suggestions for program improvement. (Authors/DO)

ED 032 537 AL 002 101

Fodor, Istvan
The Problems in the Classification of the African Languages: Methodological and Theoretical Conclusions Concerning the Classification System of Joseph H. Greenberg. *Studies on Developing Countries* No. 5.

Hungarian Academy of Sciences, Budapest. Center for Afro-Asian Research.

Pub Date 66

Note—158p.; Expanded version of paper published in Hungarian in "Nyelvtudományi Közlemények"; v67 n1 p41-111, 1965

Available from—Center for Afro-Asian Research, Academy of Sciences, Dimitrov ter 8, Budapest IX, Hungary

Document Not Available from EDRS.

Descriptors—*African Languages, Diachronic Linguistics, *Language Classification, *Language Research, *Language Typology Identifiers—Artificial Languages, *Greenberg

The present work deals with Africanistic problems, raising questions of interest for general linguists, and linguists working in Indo-European, Finno-Ugric, and other special branches. The first two chapters deal with the field and difficulties of African studies and the general characterization of the African languages. Following chapters discuss Greenberg's attempt at a classification, his documentation and evidence, the evaluation of his evidence and his classification system. The author also discusses deficiencies in Greenberg's documentation, and theoretical and methodological objections to Greenberg's theses. Notes and references, and a bibliography conclude the volume. (AMM)

ED 032 538 AL 002 102
Foreign Language Innovative Curricula Studies.
Summary Report.

Spons Agency—Ann Arbor Public Schools, Mich.
Report No.—USOE-3-7-704431-056
Pub Date [69]

Note—21p.
EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—Bilingual Education, *Curriculum Development, *Disadvantaged Youth, *English (Second Language), *Fles, *Tenl
Identifiers—FLICS, *Foreign Language Innovative Curricula Studies

The Foreign Language Innovative Curricula Studies (FLICS) was a three-year curriculum development project sponsored by Title III of the Elementary and Secondary Education Act. The emphasis of Title III was upon innovative and exemplary programs which could be used to develop and demonstrate curriculum constructs most needed in various areas of the total school curriculum. The Foreign Language Curriculum Committee defined four problem areas: (1) the larger number of children entering Michigan schools speaking a language other than English which was being lost through lack of use; (2) the emerging impact of hardware upon the foreign language classroom without appropriate software to result in effective teaching; (3) the need to insure that once an innovative program is created, the atmosphere and resources within a school system are conducive to the maintenance of such change; and (4) the lack of appropriate materials and approaches available in advanced language courses and the need for a humanities approach in this area. A description of the Bilingual Curriculum Development Program, the Learning Laboratory Program, the Associated Staff Training Program, and the materials produced by the FLICS Project are presented in this report. For further information on this project, write: Dr. James McClafferty, Humanities Teaching Institute, Michigan State U., East Lansing. (AMM)

ED 032 539 AL 002 104
Bahri, Ujjay Singh. Walia, Paramjit Singh
Introductory Punjabi.

Pub Date Apr 68
Note—114p.

Available from—Department of Linguistics, Punjabi University, Patiala, India (\$2.00).

Document Not Available from EDRS.

Descriptors—Cultural Context, Glossaries, *Instructional Materials, *Language Instruction, *Punjabi, Pronunciation, Sentence Structure, Syntax, Tone Languages, Translation, *Writing
This introductory text in Punjabi (also spelled Panjabi) is intended primarily for those whose mother tongue is not Punjabi but are native speakers of other Indian languages. Some familiarity with the Punjabi cultural items is presupposed. The non-Indian may, however, also be able to use this text with profit since the lessons are graded. The introduction to the different grammatical characteristics of the language is gradual, and each pattern is repeated several times. Notes on the pronunciation, orthography, and grammar precede the main text, which consists of 15 lessons, each based on a particular type of syntactic structure. The model sentences appear in Punjabi orthography, and are glossed in English. A vocabulary listing with English glosses follows each lesson. (AMM)

ED 032 540 AL 002 105
Savard, Jean-Guy

Bibliographie analytique de tests de langue
(Analytical Bibliography of Language Tests).
International Centre for Research on Bilingualism, Quebec (Canada).

Pub Date 69
Note—373p.

Available from—University of Laval Press, Quebec, P.Q., Canada

Document Not Available from EDRS.

Descriptors—*Aptitude Tests, *Bibliographies, *Bilingualism, *Language Tests, *Psychological Tests, Testing

The present bibliography contains over 400 titles: 150 language tests for the mother tongue, 130 tests for second languages, and over 100 titles of documents and information concerning language testing. The volume consists of seven parts. In Parts I to V inclusively are titles of tests listed as follows: second language tests, mother-tongue tests, bilingual tests, language aptitude tests, and psychological tests. To simplify reference to these tests, an index of titles and an index of authors precede each category which in turn contains sub-titles referring to the language. The sixth part contains the titles of documents concerning language tests and testing material. In the seventh and last part is a list of editors or publishers from whom the tests mentioned in this volume are available. (AMM)

ED 032 541 48 AL 002 107
Barker, Muhammad Abd-al-Rahman. And Others
An Urdu Newspaper Reader. Key to an Urdu

Newspaper Reader. (2 vol).
McGill Univ., Montreal (Quebec). Institute of Islamic Studies.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-6-3061

Pub Date 68

Contract—OEC-1-7-063061-0213

Note—404p.; Accompanied by Key, 47p.

Available from—McGill University Press, 3458
Redpath Street, Montreal, Quebec, Canada

Document Not Available from EDRS.

Descriptors—Cultural Context, Glossaries, *Instructional Materials, Journalism, *Language Instruction, *Newspapers, Pattern Drills (Language), Phonic Alphabets, *Reading Materials, *Urdu, Vocabulary, Writing

This Reader is the second of a four-volume series in Urdu prepared by the Institute of Islamic Studies at McGill University. (See "A Course in Urdu," ED 013 435-7; "A Reader of Modern Urdu Poetry," ED 022 163; and "An Urdu Newspaper Word Count," AL 002 059.) This volume is intended for use at the second-year level of a comprehensive program of Urdu studies. It is assumed that the student has mastered the major grammatical and syntactic structures as taught in "A Course in Urdu" and has had sufficient practice with the Urdu script. Only those words not included in the Course are described in the vocabulary sections of this book. Each of the 20 lesson units comprising this volume consists of (1) one or more articles graded according to difficulty and grouped by subject (visits and tours by heads of state, economic projects, crime, etc.); (2) a serial vocabulary of new words presented in both Urdu script and phonetic transcription, with English glosses; and (3) exercises and drills. The style, format, and general content of Pakistani newspaper prose has been maintained throughout these articles, which are not actual clippings but rather pieces especially written for this book. A Key accompanies this Reader. (AMM)

ED 032 542 AL 002 109

Adams, Edward N. Rosenbaum, Peter S.

DLI-IBM Joint Feasibility Study in Computer-Assisted Foreign Language Instruction. Final Report.

Defense Language Inst., Monterey, Calif. West Coast Branch; International Business Machines Corp., Yorktown Heights, N.Y. Thomas J. Watson Research Center.

Spons Agency—Defense Language Institute, Washington, D.C.

Pub Date [69]

Note—304p.

EDRS Price MF-\$1.25 HC-\$15.30

Descriptors—*Computer Assisted Instruction, *Language Instruction, *Military Training, Programmed Instruction, Program Evaluation, Russian, *Second Language Learning, Teaching Methods

This document is the final report on a study of the use of computer assisted instruction (CAI). The objective of the study was to evaluate the potential applicability and usefulness of CAI in the instructional environment of the Defense Language Institute (DLI). The operational phases of the study were implemented in the Russian

Aural Comprehension course at the DLI facility in Monterey, California (DLIWC). The study proved that (1) the instructional programming system was satisfactory as a prototype technology; (2) the instructional staff of DLIWC under DLI technical direction achieved good efficiency of program preparation; (3) operational integration of CAI into the DLI course and school was smooth; (4) CAI training was effective: students trained by CAI learned about as well as students in the normal Aural Comprehension course; and (5) CAI measures of student learning constituted highly reliable predictors of performance of trainees on DLI tests. It was recommended that a pilot CAI operation to develop CAI as a technique for future military training language instruction should be established at an appropriate time and place. It should develop improved CAI instructional techniques, the use of CAI as a language testing medium, instruction rates adjusted to student ability, and computer methods for improved evaluation and control. (Authors/DO)

ED 032 543 AL 002 110
Slobin, Daniel I.

Universals of Grammatical Development in Children.

California Univ., Berkeley. Language and Behavior Research Lab.

Report No.—WP-22

Pub Date Sep 69

Note—19p.; Paper presented at Conference with International Participation on Psychology of Human Learning, Prague, July 16, 1969, and at the Conference on Psycholinguistics at the University of Bressanone, Italy, July 24, 1969.

Available from—Language-Behavior Research Laboratory, University of California, Berkeley, California 94720.

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors—*Child Language, *Cross Cultural Studies, Grammar, *Language Development, *Language Universals, Oral Communication, *Psycholinguistics, Sentence Structure, Sociolinguistics

This report considers the early stages of grammatical development in the child. It summarizes some cross-linguistic similarities in acquisition of several different types of languages: English (both white and black, lower and middle class), German, Russian, Finnish, Samoan, and Luo. With this small but diverse collection of languages and cultures the author is in a position to consider varied speech input to the child and observe what remains constant in the course of language acquisition. He finds a number of small, intriguing differences but believes that "what is remarkable at first glance is the uniformity in rate and pattern of development." He traces stages of language development and points out the linguistic universals which manifest themselves at the various stages. Typically, in all cultures examined, there is a period of babbling ending somewhere around 18 months of age. Overlapping this period is a stage of single-word utterances, followed by a stage of two-word utterances at around 18-24 months. The two-word stage is often quite brief, but its structural and semantic characteristics appear to be universal. The author believes that the universality of this phase suggests the maturation of a "language acquisition device" with a fairly fixed programming span for utterances at the start. (DO)

ED 032 544 AL 002 111
Portuguese Basic Courses.

Defense Language Institute, Washington, D.C.

Pub Date Jun 66

Note—1,268p.; 7vols.

Available from—Inspection copies available at the ERIC Clearinghouse for Linguistics, Center for Applied Linguistics, 1717 Massachusetts Ave., N.W., Washington, D.C. 20036.

EDRS Price MF-\$4.75 HC Not Available from EDRS.

Descriptors—Audiolingual Methods, Cultural Context, Grammar, Illustrations, *Instructional Materials, *Intensive Language Courses, Intonation, *Language Instruction, Military Training, Pattern Drills (Language), *Portuguese, Pronunciation

This basic course in Brazilian Portuguese consists of 75 lessons in six volumes. Volume I is in two parts, with the dialogs, questions and exercises presented in Portuguese in the first part, and the intonation patterns and English translations presented in the second. The general format

20 Document Resumes

follows the Defense Language Institute format, employing cartoon cues and intensive drills, and is designed to train native English speakers to Level 3 proficiency in comprehension, speaking, reading, and writing Portuguese. (Level 5 is native-speaker proficiency.) [Not available in hard copy due to marginal legibility of original document.] (AMM)

ED 032 545

AL 002 112

Cowan, Marion M.

Tzotzil Grammar. Summer Institute of Linguistics; Publications in Linguistics and Related Fields. Publication Number 18.

Oklahoma Univ., Norman. Summer Inst. of Linguistics.

Pub Date Jul 69

Note—373p.

Available from—Summer Institute of Linguistics, Hidalgo 166, Tlalpan, Mexico 22, D.F., Mexico.

Document Not Available from EDRS.

Descriptors—*Morphology (Languages), *Morphophonemics, Phonology, Phrase Structure, Semantics, *Standard Spoken Usage, *Syntax, *Tzotzil, Verbs

This grammar deals only with the speech form of Tzotzil currently in use by 65,000 speakers in the area around Huixtán, Chiapas, Mexico. The grammar is framed in terms of a theory which depends upon Pike's hierarchical structures and Lamb's stratificational model. It presents a description of the syntactic component of Tzotzil, with a few references made to the semantic component and several statements relating it to the syntactic component. A partial statement of the relation between the syntactic component and the phonological component is also attempted. Sections deal with the clause, subsets of stative clauses, subsets of non-stative clauses, nouns and noun phrases, nominal inflection, relator phrases, modals, apposition, word formation, and morphophonemics. (DO)

ED 032 546

AL 002 124

Swahili Basic Course.

Defense Language Institute, Washington, D.C.

Pub Date Apr 66

Note—1,567p.; 6vols.

EDRS Price MF-\$5.75 HC-\$78.55

Descriptors—*African Culture, *Audiolingual Methods, Cultural Context, Illustrations, *Instructional Materials, *Intensive Language Courses, *Language Instruction, Morphology (Languages), Pattern Drills (Language), Phonology, *Swahili, Syntax

This basic audiolingual course in standard Swahili appears in six volumes, Lesson Units 1-56. Units consist of a "blueprint" prefatory page outlining the phonological, morphological, and syntactic structures and new vocabulary to be presented; perception drills; Swahili dialog with cartoon guides and English translation; pattern and recombination drills; situational application; generalization of the sound features and language structures practiced; and cultural notes. Provision is made for oral and written assignments. The material is intended for classroom use in the Defense Language Institute's intensive program, and is designed to train native English language speakers to Level 3 proficiency in comprehension, speaking, reading, and writing Swahili. (Native-speaker proficiency is Level 5.) (AMM)

ED 032 547

AL 002 125

Persian; An Introduction to Colloquial Kabul Persian.

Defense Language Institute, Washington, D.C.

Pub Date Mar 66

Note—64p.

Available from—Inspection copy available at the ERIC Clearinghouse, Center for Applied Linguistics, 1717 Massachusetts, N.W., Washington, D.C. 20036.

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—*Audiolingual Methods, *Cultural Context, *Dialect Studies, Grammar, *Instructional Materials, *Language Instruction, *Persian, Phonemic Alphabets, Phonology, Pronunciation, Proverbs, Standard Spoken Usage, Translation, *Vocabulary Identifiers—*Kabul Dialect

This beginning text is designed to teach the student to speak and understand modern Kabul (Afghan) Persian. (It is suggested that the materials be studied with a native speaker of Kabul Per-

sian.) Chapter I presents the vowels and consonants in initial, medial, and final position, with a brief description of their articulation and their closest English equivalents. Chapter II presents common greetings and expressions, with cultural notes on usage, a paradigm of the verb "work," and a note on intonation. Following chapters each contain a vocabulary section presented in English and in phonemic transcription (no Persian script is used), followed by sentence patterns in which the words are used in context. The vocabulary items in each lesson are topic-oriented, covering such areas as time, numbers, measures, food, the household, the family, the bazaar, and geography. Each lesson ends with a proverb glossed in English; the text concludes with a listing of common verbs and their principle parts. Linguistic terminology is minimal. [Not available in hard copy due to marginal legibility of original document.] (AMM)

ED 032 548

CG 002 100

Herzog, John D. Finn, Chester E., Jr. Schools, Health Care, and the Community: Proposals for Collaboration in Mission Hill-Parker Hill and in Greater Boston. Final Report.

Boston Public Schools, Mass.; Harvard Univ., Cambridge, Mass. Graduate School of Education.

Pub Date Mar 68

Note—69p.

EDRS Price MF-\$0.50 HC-\$3.55

Descriptors—*Agency Role, *Community Involvement, *Health Services, *Manpower Needs, *School Community Cooperation, Schools, *Vocational Education

This paper is the final report of the Mission Hill-Parker Hill conference on their schools, health care, and community. The background, procedures and assumptions of this study are presented. The schools in Mission Hill-Parker Hill are discussed, including sites for new schools, middle schools, community participation, and cooperation among city agencies. The vocational-technical education for careers in the health field is explored and recommendations are given. Health care in the Mission Hill-Parker Hill is likewise explored and recommendations are made. Citizen participation in planning and operating programs is discussed with alternatives and suggestions. A partial list of persons consulted and maps are included. The list of recommendations in this study include: (1) specific boundary problems will lead to imbalance in the schools, (2) a health manpower training program is needed to meet the needs of nearby Boston, and (3) the hospitals and universities agree that they should provide better, more comprehensive health care for the community. The research reported herein was funded under Title III of the Elementary and Secondary Education Act. (Author/KJ)

ED 032 549

CG 003 995

Glenn, John

Projections for Correctional Programs in Education: Learning a Living.

Arizona Dept. of Corrections.

Spons Agency—Arizona State Dept. of Vocational Education, Phoenix.

Pub Date 11 Apr 69

Note—66p.

Available from—Additional copies of this report may be obtained by contacting the Arizona Research Coordinating Unit, 1333 West Camelback, Phoenix, Arizona 85013 (Dr. A. Lee, Director)

EDRS Price MF-\$0.50 HC-\$3.40

Descriptors—*Correctional Education, *Corrective Institutions, *Educational Change, *Educational Innovation, *Prisoners, *Vocational Development

This study was designed to describe the status of the present educational programs in the correctional institutions of Arizona and to further evaluate the potential of each institution and its inmates for additional offerings which might be possible. Data were obtained from: (1) interviews of inmates, (2) personal records, (3) organizational data sheets, and (4) personal observation. The subjects were from two correctional institutions in Arizona. A review of literature on topics such as: (1) need for education, (2) the average age and length of sentence of inmates appear to provide enough time for the inmate to obtain a considerable amount of education in occupational

upgrading, (3) present programs reach only a minority, and (4) teachers and materials are inadequate. Recommendations include: (1) inmate participation needs to be emphasized, (2) counselors need to be included in the educational program, (3) follow-up after release is necessary, and (4) placement services are necessary. (Author/KJ)

ED 032 550

CG 004 140

Koolen, Martin F.

Evaluation Summary for the Cooperative Mental Health Service.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Plans and Supplementary Centers.

Report No.—OE-1123- Project No.

Pub Date 9 Sep 68

Note—63p.

EDRS Price MF-\$0.50 HC-\$3.25

Descriptors—Consultants, *Consultation Programs, *Elementary School Guidance, *Inservice Education, *Mental Health Programs, *Teacher Workshops

At the beginning of the second year of the Community Mental Health Service operation, expansion was decided, to a total of six consultants for the elementary schools in Douglas County, Nebraska. Consulting was done on a regular basis in the lower grades in hopes of catching problems at their inception, thus hopefully causing greater improvement sooner for the child and school. The roles of the various personnel in the program are discussed as are workshops and inservice training. The University of Nebraska set up an evaluation of this program, based on triads of elementary schools in each of Douglas' districts. Operation of the mental health services are described as full, limited, or normal. Two measures were considered, change in teacher's attitude and change in pupil behavior. The Wickman Scale and the Minnesota Teacher Attitude Inventory were used. The results indicate that teachers' attitudes do change with participation in the workshops. The data obtained on perceived change in student behavior does not support the program. Complete data are included. The research reported herein was funded under Title III of the Elementary and Secondary Education Act. (KJ)

ED 032 551

CG 004 152

Gwaley, Elizabeth And Others

Project ENRICH.

Beaver County Public Schools, Pa.

Pub Date 69

Note—37p.

EDRS Price MF-\$0.25 HC-\$1.95

Descriptors—Curriculum Design, *Elementary School Students, *Learning Disabilities, *Remedial Instruction, *Remedial Programs, *Student Evaluation

Project ENRICH was conceived in Beaver County, Pennsylvania, to: (1) identify preschool children with learning disabilities, and (2) to develop a program geared to the remediation of the learning disabilities within a school year, while allowing the child to be enrolled in a regular class situation for the following school year. Through kindergarten teachers and parent cooperation, 34 children were enrolled, all with an intelligence quotient of 90 or better. The average age was 5.5 years. Each child was classified as having a particular disability. Each child was tested extensively, using the Stanford Binet along with other instruments. The curriculum is carefully explained, including a diagram of areas covered. Tables give the precise results of the program at its conclusion. The authors felt that generally the curricular attack used in this program may efficiently and positively modify learner behavior and significantly reduce the negative effects of the various learning disabilities treated in this project. The remediation expected was met and exceeded. The research reported herein was funded under Title III of the Elementary and Secondary Education Act. (Author/KJ)

ED 032 552

CG 004 229

Ayers, George E., Ed

Rehabilitating the Culturally Disadvantaged.

Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date 16 Aug 67

Note—140p.; Report of a Regional Conference on Rehabilitating the Culturally Disadvantaged held at Mankato State College, Mankato, Minnesota, August 16-18, 1967

EDRS Price MF-\$0.75 HC-\$7.10

Descriptors—*Culturally Disadvantaged, Disadvantaged Environment, *Disadvantaged Youth, Indians, Program Descriptions, *Rehabilitation, *Rehabilitation Programs, *Vocational Rehabilitation

A conference on rehabilitating the culturally disadvantaged was held at Mankato College in 1967. The purposes were to provide the trainees (1) the essential information relative to the characteristics and problems of, as well as the methods for, rehabilitating the culturally deprived; (2) an opportunity to cooperatively develop criteria for utilization by state vocational rehabilitation agencies in diagnosing cultural deprivation; and (3) an opportunity to delineate and develop procedures for increasing the provision of vocation rehabilitation services to the culturally disadvantaged. The four sections of the report deal with the following areas: (1) rehabilitating the culturally deprived, (2) approaches to rehabilitating the culturally deprived, (3) representative rehabilitation programs for the culturally disadvantaged, and (4) summary reports of workshop sessions. Topics discussed include: (1) preparing diagnosticians for working with the culturally disadvantaged, (2) communicating with the culturally disadvantaged, (3) approaches in rehabilitating the Indian, and (4) The Minnesota Rampac Project. A list of conference participants and a bibliography are included. (Author/KJ)

ED 032 553

CG 004 252

Bourque, Ellsworth, J., Ed.

Psychological Services in Vocational Rehabilitation Conference Proceedings.

Florida Univ., Gainesville. Coll. of Health Related Professions.

Spots Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date Mar 68

Note—64p.

EDRS Price MF-\$0.50 HC-\$3.30

Descriptors—*Behavior Patterns, Evaluation, *Psychological Services, Psychology, *Rehabilitation, *Rehabilitation Counseling, Vocational Rehabilitation

This report contains selected papers presented by a group of consulting psychologists and state rehabilitation officials who attended a four-day institute at the University of Florida in 1968. The purpose of the Institute was to permit the two groups to explore the advantages of extending the range of psychological services to clients and personnel of the official agency. The report contains papers dealing with the problems, mutual interests and modes of interaction between psychologists and rehabilitation counselors. It is hoped that this report will help psychologists not already serving rehabilitation agencies to investigate the need for their skills. Counselors and agency personnel may benefit from a new look at the role of psychology as a necessary ingredient in the rehabilitation process. Some papers included in this report are: (1) "The Changing Role of Psychology in Rehabilitation," by E. J. Bourque, (2) "Identifying and Evaluating Behavior Disorders," by Hugh C. Davis, (3) "Meaningful Psychological Services," by John E. Mathard, and (4) Recommendations: Use of Psychologists in Vocational Rehabilitation. (Author/KJ)

ED 032 554

CG 004 280

Thompson, Charles L.

Counseling Elementary School Students: Techniques and Proposals.

American Personnel and Guidance Association, Washington, D.C.

Pub Date Mar 69

Note—13p.; Paper presented at the American Personnel and Guidance Association Convention, Las Vegas, Nevada, March 30–April 3, 1969.

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—*Behavior, Behavioral Counseling, *Consultants, Counseling, *Elementary School Counselors, *Elementary School Students, Student Behavior, *Student Problems

Many counselors feel they are inadequately trained to work effectively with the analysis and remediation of pupil learning and behavior problems. Therefore, the present study was aimed at three tasks: (1) identification of pupil learning, behavior, and adjustment problems for which teachers feel they need new remedial strategies; (2) the presentation of a rationale for utilizing behavior change strategies; and (3) testing of

three strategies for working with representative teacher identified problems. Through a questionnaire, pupil problems were identified and categorized into three basic categories: (1) misbehavior, (2) learning, and (3) personal-social. Strategies for working with representative sample problems were developed from research and theory. Change in behavior will most likely occur when the distance between what the child wants and what he has is greatest. Steps are given for the counselor to follow in consulting with teachers. Strategies for treatment are presented in three case studies. The remediation techniques employed in the cases were designed to extinguish "undesirable" behaviors and replace them with productive modes of functioning. (KJ/Author)

ED 032 555

CG 004 288

O'Connell, Walter E. Hanson, Philip G.

Anxieties of Group Leaders in Police-Community Confrontations.

American Psychological Association, Washington, D.C.

Pub Date Aug 68

Note—9p.; Paper was presented at the 76th Annual Convention of the American Psychological Association, San Francisco, California, August 30–September 3, 1968.

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—*Community Problems, *Community Relations, *Conflict, Group Dynamics, *Group Relations, Leadership, Police, *Police Community Relationship

In a community confrontation program with police and community members, group leaders face many problems dissimilar from those found in group therapy. Dealing with authority (police) was difficult when the leader held a low self-esteem. Dealing with very vocal, rebellious community members presented difficulties in accepting their reports as truth and not fantasy. Group maintenance was a problem since the leader had no control over group membership or community attendance. Neither group (police or community) trusted the leader. Police had to drop their defensiveness and community members had to learn to accept police as human beings before progress could be made. The varied goals of the members had to be considered. With no practical goals in common, the leader had difficulty designing a tactical plan for these confrontations. Suggestions for developing group humor are given. The leader's awareness of community politics, resources, and history is helpful if he is to be a group catalyst in a short period of time. References are included in this report. (KJ)

ED 032 556

CG 004 291

Otto, John

Improving Access to Higher Education for Youth Our Educational System Has Not Traditionally Served.

Chico State Coll., Calif.

Pub Date 69

Note—88p.; Prepared for distribution at the American Personnel and Guidance Association Convention, Las Vegas, Nevada, March 30–April 3, 1969.

EDRS Price MF-\$0.50 HC-\$4.50

Descriptors—*Admission Criteria, *College Admission, Financial Services, Financial Support, *Higher Education, *Low Achievers, Student Ability, *Work Study Programs

Chico State College views and is approaching the problem of improving equal access to higher education as if it were a three-legged stool, each leg being required to be fully functional if the stool is to be serviceable. The first leg necessary is a strong Educational Opportunity Program (EOP) that recruits students, the majority of whom do not meet traditional admissions policy. The second leg of the imaginary stool is the Chico State College program for making Advance Commitments of financial aid to high school students who are from low-income families. This program differs from EOP in that these students do meet traditional admissions requirements. The third leg required is the ability and willingness of the institution to make full use of its existing financial aid resources. To aid students in financial need, Chico State College is now planning to implement a Student-Oriented Work-Study Program that will meet the needs of both the student and his employer. The sections of this report discuss each of these proposals more thoroughly. (Author/KJ)

ED 032 557

CG 004 326

Van Hoose, William H.

Elementary School Counselor Preparation: A Model.

Wayne State Univ., Detroit, Mich.

Pub Date [69]

Note—8p.

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—*Counselor Functions, *Counselor Training, *Elementary School Counselors, *Guidance Programs, *Models

The majority of elementary counselors are former elementary teachers, probably with little specific preparation for the elementary counseling role. While some progress is being made to prepare competent counselors, much remains to be done. Competencies needed by elementary counselors include skills in the following areas: (1) counseling with children, individually and in groups; (2) consulting activities with adults; (3) working with all children, "normal" and exceptional; and (4) possessing depth understanding in child growth and development. Since the elementary counseling role contrasts sharply with the secondary role, and relevance for elementary school counseling cannot be subsumed within traditional offerings in counselor education, a differentiated preparation must be devised. A model program including listings of competencies required, specific content areas, and laboratory experiences, is presented in a two-year graduate format. A list of references is included. (KJ)

ED 032 558

CG 004 328

Van Hoose, William H. Kurtz, Sister Marie

Status of Guidance and Counseling in the Elementary School.

Pub Date [67]

Note—10p.

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—*Counselor Certification, *Elementary School Counselors, *Guidance Personnel, *State Federal Aid, *State Standards

This study investigated some aspects of elementary school guidance and counseling in the 50 states and the four American territories. Specifically such matters as number of counselors employed, their sources of financial support, professional background, certification and state standards were examined through the use of a questionnaire. Response was 100%. Results of this study were as follows: 6,041 counselors are now working in elementary schools in the 50 states, District of Columbia and the Virgin Islands. The majority are supported in part by federal funds with 36% being supported locally. Of the 6,041 counselors, 85-90% are trained in guidance and counseling. To date 23 states indicated certification requirements specifically for counselors at the elementary level. (Author)

ED 032 559

CG 004 341

Secondary Student Status Survey. 1967-68. Part II. Research Report No. 65A.

Hawaii State Dept. of Education, Honolulu.

Pub Date 30 Aug 68

Note—200p.

EDRS Price MF-\$1.00 HC-\$10.10

Descriptors—Data Collection, *Dropout Identification, Educational Objectives, Educational Planning, Followup Studies, Instructional Programs, *Post Secondary Education, *Secondary School Students, Student Attitudes, *Student Characteristics, Student Motivation, Student Opinion, Student Promotion, *Surveys

Identifiers—Hawaii

The Secondary Student Status Survey, Part Two, consists of various sub-surveys that are significant as individual studies and as basic material for other related sub-surveys and essential to a total core of data concerning the "product" of the school system. The core of data consists of pertinent statistics, research findings, and recommendations to be reviewed for instructional program planning and evaluation. The first section deals with general information on secondary students, their enrollment, promotion-retention, holding power, and courses pursued. Section Two concerns the plans after graduation of the class of 1968. Out of 10,409 seniors in Hawaii who indicate they have definite plans after high school, 84.9% plan to further their education. Section Three is a follow-up survey of 1967 high school graduates. As in Section Two, the purpose, procedure, findings, and summary of the survey are given. Appendices are included. At the end, a proposed set of procedures for the early identi-

cation of potential dropouts, prepared for general use at any grade level, is presented together with results of a run. (Author/KJ)

ED 032 560 CG 004 344

Van Atta, Ralph E., Ed.
Innovations in Counseling.
Texas Univ., Austin.

Pub Date Feb 68

Note—85p.; Paper presented at the 12th Annual Counselor's Conference, The University of Texas, Austin, Texas, February 16-17, 1968.

EDRS Price MF-\$0.50 HC-\$4.35

Descriptors—Alcoholism, Audiovisual Communication, *Change Agents, Child Role, *Counseling, *Creative Development, *Decision Making, *Innovation, Operant Conditioning, Teacher Welfare, Vocational Education

Society is changing, so are students, and so must counselors and counseling. In the papers collected in this monograph, there is none which does not reflect a changing perception of the counselor and his function. Douglas Heath, in his keynote paper, "But Are They Educable?," is emphatic in suggesting counselors should stop counseling individuals and instead attempt to influence curriculum and community environment. Appel and Haak, using decision-making theory as a springboard, attack key assumptions which underlie vocational education decision-oriented counseling. "Innovations in Counseling Teachers", Brown and Fuller suggest that counselors, if given a choice, should get out of the business of counseling with individual students and into the business of counseling teachers. Hall, in his article on video-tape, hypothesizes that total feedback on counseling would make for more accurate assessments than partial feedback (audio or video alone) in supervision. In her report on alcoholic parents, Vincent discusses recruiting clients and the results of this. Van Atta's paper, "Child Rearing and Creativity" presents an almost operant model of how creative behavior is developed. (Author/KJ)

ED 032 561 CG 004 348

Ratchick, Irving

Perspectives on Counselor Education and Services to Disadvantaged Minority Group Youth.

American Personnel and Guidance Association, Washington, D.C.

Pub Date 28 Mar 69

Note—10p.; Paper was presented at the American Personnel and Guidance Association Convention, Las Vegas, Nevada, March 30-April 3, 1969.

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—*Counseling Effectiveness, Counseling Programs, *Counselor Characteristics, *Counselor Training, *Culturally Disadvantaged, Disadvantaged Youth, *Minority Groups

Counselors must be sensitized to the perspectives of minority youth and parents and have an understanding of their aspirations, needs and fears. These perspectives should include: (1) a broader background in social psychology, (2) an understanding of one's own attitudes and sensitivity training, (3) a greater understanding of the cultural contributions of ethnic groups and group work, (4) additional knowledge of measurement and research, including a review of pre- and in-service training as they pertain to understanding disadvantaged minority youth, (5) more selective screening in choosing applicants for counseling, (6) a greater understanding of the world of work for different groups, (7) more involvement in the evaluation of the instructional program to consider the relevancy of the curriculum for disadvantaged youth, and (8) an increase of commitment to action and involvement with community groups and agencies. (Author)

ED 032 562 CG 004 352

Standing, G. Robert

Peer Group Influence, House Group Differences and the Residence Hall Climate of Learning.

American Personnel and Guidance Association, Washington, D.C.

Pub Date 1 Apr 69

Note—22p.; Paper presented at American Personnel and Guidance Association Convention, Las Vegas, Nevada, March 30-April 3, 1969.

EDRS Price MF-\$0.25 HC-\$1.20

Descriptors—*Academic Performance, Academic Standards, *College Environment, College Freshmen, *College Housing, College Students,

*Dormitories, Peer Relationship, *Student Attitudes, Student Grouping

That the impact of the college experience is a product of more than just the classroom and library has become a recognized fact. Many variables determine the content of what a student learns and also the degree and direction of his personal growth and development. This study sought to examine one facet of the learning environment—the house within a residence hall. The data and observations were part of a larger study, and were obtained from 27 men's residence houses, each house having about 50 members. The House Analysis Survey (HAS) was used to assess inter-hall and house differences. The basic topic investigated in this study was the character and extent of the climate of learning within the residence hall-houses and the relationship of the learning climate to freshman attitudes and academic performance. Among the list of general observations and conclusions were: (1) the characteristics of residence hall groups vary extensively, (2) undertones of non-intellectual behavioral norms exist, (3) houses differ in their climate of learning as perceived by residence, and, (4) the climate of learning has no demonstrable effect on freshman academic performance when the influence of academic ability is removed. (Author/KJ)

ED 032 563 CG 004 353

Upward Bound; A Study of Impact on the Secondary School and the Community.

Greenleaf Associates, Inc., New York, N.Y.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Jan 69

Note—64p.

EDRS Price MF-\$0.50 HC-\$3.30

Descriptors—*College Bound Students, *College High School Cooperation, *Educational Improvement, Evaluation, Program Descriptions, *School Community Relationship, Student Participation, *Teacher Attitudes, Teacher Participation

Identifiers—Upward Bound

This report contains an assessment of the impact of Upward Bound programs on secondary schools and communities. The findings are based on a systematic study and analysis of the relationships observed among the universities, secondary schools, and communities involved in Upward Bound. The study was carried out in 16 selected cities across the nation to evaluate a variety of different programs in an attempt to determine the effect Upward Bound has had nationally. The recommendations in this report are aimed at providing constructive guidelines for the improvement of the program. This study indicates that Upward Bound has had a significant impact on the student participants, but has had a minimal effect on the internal operations of the secondary schools, the attitudes of the faculties, and the reactions of the local communities. Many aspects of the administration and operation of local programs need improvement. The public relations role of local project directors should be broadened. Above all, it is essential that the program be expanded to include larger numbers of high school students if any tangential effect is to be realized. (Author/KJ)

ED 032 564 CG 004 358

Wilson, Charles Z.

Recruitment, Academic Support, Financial Aid, and Some Interrelated Considerations.

California Univ., Los Angeles.

Pub Date 69

Note—10p.

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—*College Admission, College Placement, *College Programs, *College Role, *Minority Groups, *Recruitment, Student Participation, Student Volunteers

This paper examines current program efforts at the University of California, Los Angeles, which are designed to meet the needs of minority students, particularly Negroes and Mexican-Americans. Recruitment of these groups, traditionally barred from regular college admission, has been pursued with the help of minority students who go into the community to provide a peer group setting in which to tell the story of the University. A High Potential Program, initiated with selected culturally-deprived freshmen on a ten-to-one student-teacher ratio, is designed to ease the students into regular University courses at a rate

comfortable for each student. Financial assistance is provided to students, student aides, and recruiters. Programs of this nature point up the need for a different type of academic personnel—one who can establish deep and genuine relations with people. (CJ)

ED 032 565 CG 004 364

Russell, Norman K.

Academic Counseling—A Counseling Center Function.

American Personnel and Guidance Association, Washington, D.C.

Pub Date Mar 69

Note—11p.; Paper presented at American Personnel and Guidance Association Convention, Las Vegas, Nevada, March 30-April 3, 1969.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—*Academic Achievement, Colleges, *College Students, *Counseling Centers, Counseling Services, *Counselor Functions, *Student Personnel Services, Student Welfare

Many colleges and universities are concerned about the academic advising (counseling) that their students receive and recognize the need for a better system. Presently, students can look for help to: (1) a fellow student, (2) a student advisor, (3) a faculty member, or (4) a counselor. The first two listed are used most often. These two, however, due to a lack of training, turnover, and student attitudes are not usually as effective as a counselor. Five reasons for using counselors for academic counseling are given, including the statement that counselors are people oriented—not subject oriented. Students cannot be compartmentalized in academic, emotional, personal, or vocational divisions. If the Counseling Center is to be the single office for all types of student help and information concerning academic and personal problems, then the doors must stand open to receive all students regardless of their needs. Thus, the Counseling Center will truly become the place to go for help. (Author)

ED 032 566 CG 004 373

Glenn, Vernon L.

The School's Contribution to Mental Health. Discussion Papers. Volume II, No. 9.

Arkansas State Rehabilitation Research and Training Center, Fayetteville.; Arkansas Univ., Fayetteville.

Pub Date [69]

Note—17p.

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors—Educational Diagnosis, *Educational Philosophy, Mental Health, *Mental Health Programs, *Schools, *Student Needs, Teacher Characteristics, *Teacher Influence, Teacher Welfare

Schools have a major contribution to make in the area of mental health and have a responsibility to develop programs of a positive nature which will provide favorable grounds for the emergence of mentally healthy individuals. Schools cannot prevent all emotional disorders, neither can they correct all those which come to them. Public opinion and the judgments of educators agree that the most significant results of education are the generalized learnings and attitudes that enable a person to attack his life problems more successfully, rather than the specific skills and information he receives. The quality of the school's influence for mental health is determined by the personal characteristics of the teachers. Psychosocial needs of children and positive teacher characteristics are discussed. Implications, including the need for concern toward teacher mental health are discussed. Guidelines for developing a school mental health program are presented. (Author/KJ)

ED 032 567 CG 004 374

Arnold, Dwight L.

Work Studies and Careers for World Peace.

American Personnel and Guidance Association, Washington, D.C.

Pub Date 1 Apr 69

Note—9p.; Paper was presented at American Personnel and Guidance Association Convention, Las Vegas, Nevada, March 30-April 3, 1969.

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—*Career Opportunities, *Career Planning, Counseling Programs, Counselor Attitudes, *Guidance Services, *World Affairs, World Problems, Youth Opportunities, *Youth Problems

"National militarism" is fearfully costly, terribly wasteful and horribly dangerous. The revolt of youth is a major concern of adults today. Yet guidance people as well as other adult leaders seem to be largely unaware of the difficult position in which we have placed our youth. Institutions extol the value of freedom and concern for people and then youth are sent to Viet Nam to kill and be killed. Guidance workers now pay little attention to the problems of war and world peace. While there is little information available on careers and work for world peace, much information is available on the national military. Funds are greatly lacking in world peace work areas. Vigorous action is needed to meet this crisis for our youth and for the world. A list of needed projects is listed, including: (1) studies of careers with various international agencies; (2) studies of part-time life interests related to world peace, and (3) studies and writers for counselors and youth on what can be done for world peace. The vast energies and capacities of our youth can be used to destroy the world or to build a better world. Are the youth really given a choice? (KJ)

ED 032 568 CG 004 376

Frelick, John Paul
Radical Diversity in a Global Context; Theoretical Reflections on International Education.
American Personnel and Guidance Association, Washington, D.C.
Pub Date Jan 69

Note—19p. Paper prepared for the American Personnel and Guidance Association Convention, Las Vegas, Nevada, March 30-April 3, 1969.

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors—*College Role, *Cultural Factors, *Cultural Interrelationships, *Cultural Pluralism, *Educational Philosophy, Ethnic Groups, Foreign Students, *Social Change, Social Values

The author discusses the current role of the university and its relationship to the whole of society in a global context. To the student personnel worker a particular problem is posed; how to encourage cultural contact, particularly with foreign and minority students while at the same time encouraging the conformity necessary for effective functioning, both in society and in the university. In our pluralistic society, we should recognize diversity as shared opportunity but in reality we partition society off into the "two culture" streams—the humanist and the scientific. Cultural pluralism tends to become cultural imperialism whereby the dominant culture seeks to absorb the subsidiary one to provide commonality. The role of the university is such that it can become more relevant to the world in which it functions by seeking cultural encounters beyond itself rather than by merely defending the majority culture and its ideological rationale. (CJ)

ED 032 569 CG 004 377

Demos, George D.
Counseling with the Drug Abuser.
California State Coll., Long Beach.
Pub Date [69]

Note—8p.

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—Behavior Change, *Counseling Effectiveness, *Counseling Programs, *Drug Abuse, Drug Addiction, *Self Concept, Students, *Youth Problems

Counselors, in the past few years, have had to work with a great many drug abusers. While successes are difficult to evaluate, the failures are glaringly evident. In a search for a more effective method of working with drug abusers, 12 questions were devised. These are self-evaluative and directed at the counselor. If a counselor can openly and honestly answer positively to them, perhaps he is ready to counsel with youthful drug abusers. As with so many youthful clients, the counselor visualizes a great part of his role as centering around changing their self-concept. It seems that so many of the young drug abusers see themselves in a non-performance role, and it is the counselors' job to help them see themselves as people who can and do perform. Some suggestions are offered for effecting the desirable change in self-concept. The use and dangers of confrontation as a therapeutic tool is discussed. A counselor is attempting to help the drug abuser find a more effective, healthy way to mature which can lead to positive and constructive change in self-concept. (SJ)

ED 032 570 CG 004 381

Swisher, John D. Horman, Richard E.
Evaluation of Temple University's Drug Abuse Prevention Program.

Temple Univ., Philadelphia, Pa.
Spons Agency—Department of Justice, Washington, D.C.

Pub Date Sep 68

Note—71p.

EDRS Price MF-\$0.50 HC-\$3.65

Descriptors—Changing Attitudes, College Programs, College Role, *Drug Abuse, *Evaluation, *Health Education, *Prevention, *Program Descriptions, Program Development, Programs, Reports

Temple University's concern for the problem of drug abuse culminated in a Retreat on the Hazards of Drug Abuse. Participants were undergraduates, graduates, and staff. An evaluation design, involving pre- and post-testing, had previously been designed to test for information gains and attitude changes. A followup was designed to focus on participants' activities related to drug education. A control group was established to determine conference effects on participants. Based on evaluation results, the following were concluded: (1) information gains were significant as a result of the conference, (2) attitudes of undergraduates were altered favorably, particularly on the use of marijuana, (3) participants were stimulated to acquire and disseminate additional information on drug education, and (4) the conference format was considered appropriate by the participants. The success of the program has led to establishment of the Drug Education Activities Project to provide drug education, referral, and research services. Samples of pre- and post-tests, plus data tables are appended. (Author/CJ)

ED 032 571 CG 004 388

Christal, Raymond E.
Inputs to Vocational-Technical Education from Occupational Research.

American Personnel and Guidance Association, Washington, D.C.

Pub Date Mar 69

Note—22p. Paper presented at the American Personnel and Guidance Association Convention, Las Vegas, Nevada, March 30-April 3, 1969.

EDRS Price MF-\$0.25 HC-\$1.20

Descriptors—*Computers, Computer Storage Devices, Curriculum Development, *Data Collection, Information Retrieval, *Information Storage, *Job Analysis, Job Skills, Military Personnel, *Occupational Information, Task Analysis

The Air Force has developed a data bank which classifies job descriptions into occupational clusters. A retrieval system, also recently developed computes and publishes a consolidated description of the work being performed by any group which can be defined in terms of the background information. Other retrieval programs are available which enable the user to obtain background information on a specific job group, or to study the differences between two background groups. Suggestions are offered for ways in which similar data banks and retrieval systems might be of help to the civilian section, permitting rapid matching between job opportunities and job applicants. (CJ)

ED 032 572 CG 004 394

Militello, Ronald
Project Director: Man On A Tight Rope.

American Personnel and Guidance Association, Washington, D.C.

Pub Date Mar 69

Note—25p. Paper was presented at the American Personnel and Guidance Association Convention, Las Vegas, Nevada, March 30-April 3, 1969.

EDRS Price MF-\$0.25 HC-\$1.35

Descriptors—*Dropout Prevention, *Dropout Programs, *Dropout Teaching, *Projects, Project Training Methods, *Student School Relationship, Youth, Youth Problems, Youth Programs

Project H.E.L.P. is a promise to youth that we do care and that we will show we do. However, in innovating a program for dropouts, many concerns arise, as more difficulties arise. These areas of concern are: (1) the widespread adoption of the innovation which could take place only with the backing and support of the school board and administrative hierarchy, (2) the harmonizing of

Project H.E.L.P. with the school board, the administrative hierarchy, the teaching staff, the counselors, the para-professional volunteers, students to be helped, the consultants, and also with the needs of professionals outside the project; and (3) handling the crisis that often arises regarding loyalty to the school and honesty toward the Project and toward the potential dropout. Specific individual problems are discussed and solutions explained. The project director must try to intervene, direct, and encourage all concerned to understand what events are really taking place and must attempt to find ways of coping with them. (KJ)

ED 032 573 CG 004 415

Holland, John L.
An Introductory Guide to the Community College Guidance Profile (CCGP).

American Coll. Testing Program, Iowa City, Iowa. Research and Development Div.

Pub Date 68

Note—39p.

Available from—American College Testing Program, Iowa City, Iowa (No Price Is Quoted).

Document Not Available from EDRS.

Descriptors—Community Colleges, Counseling, *Educational Planning, *Measurement Instruments, *Occupational Guidance, *Screening Tests, Test Construction, *Tests

The Community College Guidance Profile (CCGP) was developed to accelerate and simplify the assessment process in vocational and educational guidance. The CCGP includes six main sections which are concerned with: (1) educational and vocational aspirations, (2) self estimates of abilities and personal traits, (3) vocational interests, (4) activities and potentials, (5) competencies, and (6) special educational needs. The test is brief, 45 minutes, requires no supervision, and is easy to score (no machine scoring necessary). The student can see his scores and some of the relationships among his goals, interests, competencies as he finishes the blank. No negative reactions to the content have been encountered. The CCGP is intended to lessen the work of the counselor by serving as a simple, screening inventory. However, in interpreting the score, several points must be kept in mind, including using the CCGP only in conjunction with other information. Data on validity and reliability are included in the report. (Author/KJ)

ED 032 574 CG 004 417

Birnbaum, Martin L.
Joint Training of Professionals and Non-Professionals for Team Functioning.

New York Univ., N.Y. Center for the Study of Unemployed Youth.

Spons Agency—Child Study Association of America, Inc., New York, N.Y.

Pub Date 21 Mar 68

Note—20p. Revised version of a paper presented at the 45th Annual Meeting of the American Orthopsychiatric Association, Chicago, Illinois, March 21, 1968.

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—Disadvantaged Youth, *Nonprofessional Personnel, Parent Counseling, *Parent Education, *Parent Participation, *Professional Personnel, *Teamwork

The joint training of professionals and non-professionals to work together as a team has received heavy emphasis in two projects: (1) Project ENABLE (Education for Neighborhood Action for Better Living Environment), and (2) the Child Study Association, Project Head Start Training Program for Parent Participation. The objectives in working with parents are: (1) to help parents improve their neighborhoods, (2) to help parents acquire power, and (3) to help parents achieve their aspirations and goals. Parent group education is the main method used. Teamwork is the concerted action of staff members and parents working together to achieve the purposes and goals of the program. Both professionals and nonprofessionals from poverty neighborhoods work with parents. New patterns in relationships emerge between parents and staff. The teamwork enhances the role functioning of both the professional and nonprofessional. Influences upon team functioning include: (1) commitment toward teamwork, and (2) mutual respect. The advantages of joint training include: common understandings of program concepts develop as a result of joint training. The main key to effective team functioning is seen as adequate training. (Author/KJ)

ED 032 575

CG 004 418

Grossman, Jack H.

A Diagnostic Aid to Facilitate Counseling with Academic Underachievers.

De Paul Univ., Chicago, Ill. School of Education. Pub Date [69]

Note—27p.

EDRS Price MF-\$0.25 HC-\$1.45

Descriptors—*Educational Diagnosis, Grade 10, Males, *Secondary School Students, *Student Characteristics, *Test Construction, Tests, *Underachievers

The purpose of this study was to develop a tool which would have practical value to counselors in diagnostic work dealing with underachievers. The Special Incomplete Sentences Blank (SISB) was developed as a means of providing students with latitude for expressing their feelings regarding issues which may concern them. Subjects were selected from the sophomore class of a boys' Catholic high school. They were selected on the basis of grade point average, intelligence quotients, and reading test scores. After being administered to a group of low, under, and high achievers, the SISB showed that when compared to the two former groups, high achievers: (1) consider school less burdensome, (2) have a higher self value, and (3) are not as rebellious toward authority. Other differences are noted. Of special interest is the finding that bright underachievers do not differ from low achievers in most dimensions investigated. It appears that this test shows promise as a diagnostic tool, and as an aid to counseling students. Scoring criteria for the SISB is included. (Author/KJ)

ED 032 576

CG 004 424

Muthard, John E., Ed. Dumas, Neil S., Ed.

Six Years of Rehabilitation Research: Studies of Personnel in Health Related Professions, Client Motivation and Research Utilization. Final Report.

Florida Univ., Gainesville. Coll. of Health Related Professions.; Florida Univ., Gainesville. Regional Rehabilitation Research Inst.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. Social and Rehabilitation Service.

Report No—RRR-Monog-3

Pub Date Apr 69

Note—51p.

Available from—UF-RRRI, Health Center, Box 208, University of Florida, Gainesville, Florida 32601 (Single Copies Are Free).

EDRS Price MF-\$0.25 HC-\$2.65

Descriptors—Health Personnel, Manpower Utilization, *Motivation, Nonprofessional Personnel, Personnel, *Rehabilitation Counseling, *Research and Development Centers, *Research Utilization

This report reviews the accomplishments, nature, score, and intended impact of the Regional Rehabilitation Research Institute at the University of Florida (UF-RRRI). The Institute's current projects and activities in manpower and research utilization are reviewed as well as investigations conducted by previous staff members in the areas of client motivation and the selection of personnel for the health related professions. Abstracts of completed studies are provided in addition to an enumeration of the Institute's research resources and on-going projects investigating the use of support personnel in occupational and physical therapy as well as rehabilitation counseling. (Author)

ED 032 577

CG 004 428

Van Vleet, Phyllis

Investments in Prevention; the Prevention of Learning and Behavior Problems in Young Children. Evaluation Report, 1966-1969.

PACE I.D. Center, South San Francisco, Calif. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 69

Note—117p.

EDRS Price MF-\$0.50 HC-\$5.95

Descriptors—*Academic Achievement, *Behavior Problems, *Childhood Needs, Data Analysis, Educational Innovation, *Learning Difficulties

Identifiers—AML Behavior Rating Scale

The general purpose of this project was to initiate, implement and evaluate a program concerned with developing improved and more effective techniques for the reduction or prevention of learning and behavior problems in children. The

children included in the PACE I.D. Center Study were an extreme group as far as behavior and learning problems were concerned. The evaluation of the PACE I.D. program presents an analysis of school based data, including descriptions of instruments, problems investigated, analysis and results of data, and an AML Correlation Study. The analysis of project-based data, including the assessment of family functioning, the summer activity program, a teacher survey, and improvements are given. Results include: (1) the children did show some improvement as they progressed in school, (2) about one-third improved so quickly that they needed little help from PACE social workers, (3) about one-third school success was tenuous, (4) about one-third would continue to require help, and (5) teachers rated the project of value to themselves, the children, their parents, the school, and community. The research reported herein was funded under Title III of the Elementary and Secondary Education Act. (Author/KJ)

ED 032 578

CG 004 431

Byler, Ruth V., Ed. And Others

Teach Us What We Want to Know.

Connecticut State Board of Education, Hartford.

Pub Date 69

Note—179p.

Available from—Mental Health Materials Center, 419 Park Avenue South, New York City, New York 10016 (1-9 Copies at \$3.00 Each; 10-24 Copies at \$2.40 Each; 25-99 Copies at \$2.10 Each; 100-249 Copies at \$1.80 Each).

Document Not Available from EDRS.

Descriptors—Alcohol Education, Drug Abuse, Elementary School Students, *Health, *Health Education, Human Body, Hygiene, Mental Health, Mental Illness, Secondary School Students, Sex Education, Smoking, *Student Interests, *Student Needs, *Student Opinion, Student Reaction, Youth Problems

"Teach Us What We Want to Know", brings to light the contemporary interests, concerns, and problems of school children as they relate to health in general, and to such topics, in particular, as puberty, alcohol, smoking, drugs, social relationships, mental health, and sex. The report is based on a survey of 5,000 children in grades kindergarten through twelve. Results were obtained through interviews, anonymously written papers, and observation. Among the findings are: (1) children and youth are more mature in thought and judgment than adults, in general, believe; (2) students' suggestions on good education and teaching are valid, and (3) students are very forthright in their thoughts and acts in the area of sex relations. The report is divided into four sections, the first two dealing respectively with the health interests and concerns of elementary and secondary students. The third section deals with a grade-to-grade flow of interests in such topics as the body, food, exercise, and safety. The fourth section contains student recommendations on health topics to be taught at all levels. Report analysts interpret grade placement of these topics. The survey reported herein was funded under Title V of the Elementary and Secondary Education Act. (Author/KJ)

ED 032 579

CG 004 451

Pupil Personnel Services Workshop: Developing A Team Approach to Pupil Services.

Florida State Dept. of Education, Tallahassee.

Spons Agency—Pinellas County Board of Public Instruction, Clearwater, Fla.

Pub Date [69]

Note—116p.

EDRS Price MF-\$0.50 HC-\$5.90

Descriptors—Communications, Community Involvement, *Coordination, Counseling, *Guidance, *Student Personnel Services, Teamwork, *Workshops

The Pupil Personnel Services Workshop was an effort on the part of many people in Florida to explore ways of working together and strengthening lines of communication for better coordination and continuity in pupil personnel services. A further effort was to coordinate the guidance and instructional function of the schools in providing an optimum condition for personal growth and development of the individual. The speeches given are printed in their entirety and include Dr. Donald Ferguson speaking on "Patterns of Excellence in Pupil Services," Dr. Charles M. DeWitt on "The Team Program As Operated In Baltimore County Public Schools," and Dr. Harry

Smallenburg on "Developing and Evaluating Pupil Personnel Services." Discussions following presentations are also given. The report closes with summary statements on "Developing a Team Approach to Pupil Services" presented by each of the 16 participating counties. Goals, objectives and means of implementation are given. (Author/KJ)

ED 032 580

CG 004 466

Pappas, James P. Linden, James D.

Anxiety Reactivity and Escape Tendencies in Sociopathic Personalities. Counseling Center Research Report No. 17.

Utah Univ., Salt Lake City.

Pub Date 69

Note—16p.

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—*Anxiety, *Measurement, *Prisoners, *Psychological Patterns Identifiers—Activities Preference Questionnaire (APQ)

Recent studies have shown that incarcerated primary sociopathic subjects, selected by the Activities Preference Questionnaire (APQ), demonstrate atypical anxiety reactivity when compared with other incarcerated or normal subjects. This study attempted to extend the experimental data relating anxiety reactivity and sociopathy. Three groups of incarcerated subjects, selected for high, moderate, and low APQ scores, were exposed to three experimental conditions that assessed their (1) differential performance under a noxious noise stressor agent, and (2) their tendencies to escape from this aversive field. Results partially sustained the hypothesis that APQ selected sociopathic groups would react differently under these anxiety arousing conditions. (Author)

ED 032 581

CG 004 467

Second Annual Report, June 1, 1967-May 31, 1968.

Harvard Univ., Cambridge, Mass. Graduate School of Education.; New England Education Data Systems, Cambridge, Mass.; Newton Public Schools, West Newton, Mass.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Sep 68

Grant—OEG-1-6-061819-2240

Note—174p.

EDRS Price MF-\$0.75 HC-\$8.80

Descriptors—*Career Planning, Computer Based Laboratories, *Computer Oriented Programs, Counselor Functions, Counselor Role, Data Collection, *Decision Making, *Information Systems, Occupational Information, Vocational Counseling

The major objective of the Information System for Vocational Decisions (ISVD) of Harvard University is to improve vocational decision-making through the use of a computer-based guidance system. The program is so designed that the student can relate knowledge about himself to data about education, training, and work and thereby create a body of information on which he can base his career decision. The entire program links person, computer, and teacher or counselor in such a way that the student can conduct a dialogue with the computer while the counselor assists in interpreting and evaluating the results of the dialogue. This report has six parts: (1) the inception of the information system for vocational decisions, (2) theory and design, (3) work organization including accomplishments and plans, (4) authority and personnel of ISVD, (5) publications of ISVD, and (6) appendices. (Author/KJ)

ED 032 582

CG 004 473

Bush, Donald O. And Others

Between Education and the World of Work; The Image of the World of Work. Occupational Education Program.

Rocky Mountain Educational Lab., Inc., Greeley, Colo.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date Feb 69

Contract—OEC-4-7-062828-30-63

Note—122p.

EDRS Price MF-\$0.50 HC-\$6.20

Descriptors—Attitudes, *Junior High School Students, Measurement Instruments, *Occupational Aspiration, Occupational Choice, Occupational Guidance, *Vocational Development, *Vocational Education, *Workshops

The activity image of the World of Work, part of the Occupational Education Program of the Rocky Mountain Educational Laboratory, RMEL, is designed to influence and nurture positive work relevant attitudes of seventh grade pupils as well as to increase pupils' knowledge of occupational information and career alternatives. The workshops designed to help teachers carry out this program are described in this report. Several instruments were used to measure attitude change, first of teachers and later, of their pupils. These instruments and results are thoroughly examined. Extensive data are included. Some of the results of the workshop were: (1) teachers became more favorable to an integrated study approach to occupational education after the workshop, and (2) teachers did not show increased insight into viewing occupational choice in relation to self as a result of the workshop. Exhibitions are given, including those on content, manpower, correspondence, and opinions. (Author/KJ)

ED 032 583

CG 004 477

Hogan, Joe Markwardt, Frederick C.

Counselor Education in Minnesota: A Status Study.

Minnesota State Dept. of Education, St. Paul. Pupil Personnel Services Section.

Spans Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 69

Note—60p.

EDRS Price MF-\$0.50 HC-\$3.10

Descriptors—*Counseling Effectiveness, *Counselor Certification, *Counselor Evaluation, *Counselor Qualifications, *Counselor Training, *Guidance Programs, Surveys

Identifiers—Minnesota

This study is based on national guidelines established by the Association for Counselor Education and Supervision but adapted to Minnesota certification standards. This study sheds light on the quality of counselor education in Minnesota, and it clearly points the direction colleges and universities must take if they are to meet the needs of today's schools. Chapter One discusses counselor education and evaluation, including professional accreditation, state accreditation, and counselor education in Minnesota. The design of the study is presented. Objectives, the general plan of study, modifications, and observations are included. General findings related to: (1) philosophy, (2) administrative organization, (3) professionalization of staff, (4) curriculum, (5) practicum, (6) student staff relationships, (7) facilities, and (8) institutional climate are presented. Recommendations for counselor education in Minnesota and issues in counselor education are given. The part-time, full-time dilemma and recruiting are also discussed. (Author/KJ)

ED 032 584

CG 004 485

Lieberman, J. Nina

Personality Traits in Adolescents: An Investigation of Playfulness-Nonplayfulness in the High-School Setting.

City Univ. of New York, N.Y. Brooklyn Coll.

Spans Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date Dec 67

Note—97p.

EDRS Price MF-\$0.50 HC-\$4.95

Descriptors—*Adolescents, *Childhood Needs, High School Students, Personality Assessment, *Personality Studies, *Student Needs, Student Teacher Relationship, Teacher Response

The specific aim of the present project was to establish criteria for playfulness and nonplayfulness in adolescents and to develop measuring instruments for these behavior dimensions. It was hypothesized that teachers were able to rate adolescents on these traits as manifested in the high school classroom. Questionnaires were completed by 115 junior high and high school teachers. On this instrument, ten subscales showed satisfactory reliability and validity coefficients. Two distinct factors emerged, and on the basis of their loadings on component traits of playfulness and nonplayfulness, were labeled "social-emotional" and "academic" playfulness and nonplayfulness. Conclusions drawn from the data include: (1) playfulness and nonplayfulness are identifiable in the high school classroom and are complementary ends on a rating scale continuum, and (2) teachers see their students as relatively stable in playfulness-nonplayfulness charac-

teristics over a period of one to two months. (Author/KJ)

ED 032 585

CG 004 494

Schimmel, John L.

Dilemmas of the Gifted Adolescent.

Pub Date 15 Oct 68

Note—11p.; Paper presented at the William Alanson White Institute 25th Anniversary Symposium, October 19, 1968

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—*Abstraction Levels, *Abstract Reasoning, *Adolescents, Creativity, *Gifted, Identification, *Psychotherapy, Self Concept, Self Evaluation

The gifted adolescent who presents himself for therapy is distinguished from other adolescents in at least two ways. His view of himself and the world is more abstract, and his identification in finding his place in a social continuum is more difficult. Yet, the gifted adolescent has much in common with all adolescents. The clinician, however, like the teacher, can distinguish these gifted individuals. The gifted are capable of more developed and skillful manipulations of the higher abstractive functions. Creativity is more likely to occur in the gifted. Since gifted adolescents tend to report in terms of high level abstractions and express many complex theories, it may take special effort to get data from them upon which new categories and theories can be developed. The therapist must: (1) be able to distinguish the thin line between the gifted schizophrenic and the non-schizophrenic, (2) be free to enter the realms of abstract thought, (3) be aware of the gifted's ego expressive functions and defensive functions, and (4) be able to meet the patient on his grounds. Accepting their superior abilities and the inferiority of others is helpful for the gifted, particularly in relating to others. (Author/KJ)

ED 032 586

CG 004 504

Maes, Wayne R., Ed.

Counseling: A Venture in Human Freedom.

Research and Services Bulletin No. 25.

Arizona State Univ., Tempe. Bureau of Educational Research and Services.

Pub Date Mar 68

Note—61p.

Available from—Bureau of Educational Research and Services, Merwin Deever, Director, College of Education, Arizona State University, Tempe, Arizona (\$1.50).

Document Not Available from EDRS.

Descriptors—*Behavioral Counseling, Behavior Change, Changing Attitudes, *Counseling, Counseling Effectiveness, *Counseling Theories, Creativity, Decision Making, *Existentialism, *Techniques

This monograph is intended not only to enhance the psychological freedom of children and youth, but to free the counselor to be more versatile in his counseling techniques. In Chapter One, the author deals with some of the philosophical controversy which underlies the contrasting approaches of Rogers and Skinner. In Chapter Two, Haigh portrays the impact of the existential approach in freeing people to be more creative. In Chapter Three, Krumboltz points out ways in which behavioral techniques can actually expand the number of options from which one can choose in a decision making situation. The final chapter by Keirsey shows how creative counselors can devise numerous techniques, some of which seem more existential in nature and depend upon an immediate interpersonal relationship to bring about change, some of which involve well-planned reinforcement strategies and some of which one may wish to explain through role or modeling theory. (Author)

ED 032 587

CG 004 510

Glovinsky, Sanford J.

Bibliography of Guidance and Guidance-Related Materials.

Wayne County Intermediate School District, Detroit, Mich.

Pub Date [69]

Note—63p.

EDRS Price MF-\$0.50 HC-\$3.25

Descriptors—Audiovisual Aids, *Bibliographies, General Education, *Guidance, Occupational Information, Psychology, Sociology, Testing

The Bibliography of Guidance and Guidance-Related Materials includes listings of the following: (1) audio visual materials, (2) books, and (3) booklet series. Books and booklet entries are

annotated and are grouped under the following headings: (1) general education, (2) guidance, (3) psychology-mental health, (4) sociological grouping, (5) testing material, and (6) vocational-occupational information. (KJ)

ED 032 588

CG 004 515

Transitional Year Program—UMKC (University of Missouri-Kansas City)

American Personnel and Guidance Association, Washington, D.C.

Pub Date 1 Apr 69

Note—14p.; Paper presented at American Personnel and Guidance Association Convention, Las Vegas, Nevada, March 30-April 3, 1969.

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—*College Bound Students, College Curriculum, *College Freshmen, *College Programs, *Disadvantaged Youth, Youth Opportunities, Youth Problems, *Youth Programs

In an effort to aid freshmen whose academic backgrounds were weaker than those of other freshmen, the College of the Arts and Sciences, University of Missouri, Kansas City, inaugurated a program called "The Transitional Year." This program was planned to minimize the difficulties encountered by freshmen during the transition from high school to college study. Participants in this program are chosen from three groups: (1) Upward Bound graduates, (2) newly admitted freshmen, and (3) students who had become ineligible as freshmen the previous year. The program includes: (1) counseling, mainly academic; (2) tutorial work, (3) special English courses concentrating on writing, (4) developmental reading and/or mathematics courses, and (5) financial assistance. Evaluation of the program provided the following results: (1) 46 per cent of the group achieved a "C" average, and (2) 54 per cent achieved a grade average above probationary status (1.50). Problems noted were: (1) hostility, feelings of inadequacy, and general confusion among students, and (2) little flexibility in the programs of the new students. Improvements planned included (1) expansion, (2) a pre-college summer program, and (3) an audio-tutorial center. (Author/KJ)

ED 032 589

CG 004 519

Sherman, Richard C. Poe, Charles A.

Factor Analytic Scales of a Normative Form of the

EPSPS (Edwards Personal Preference Schedule).

American Personnel and Guidance Association,

Washington, D.C.

Spans Agency—Iowa State Univ., Ames. Student

Counseling Service.

Pub Date Mar 69

Note—12p.; Paper was presented at the American and Personnel Guidance Association Convention, Las Vegas, Nevada, March 30-April 3, 1969.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—*Factor Analysis, *Factor Structure, Individual Characteristics, Individual Differences, *Measurement Instruments, *Personality Tests, Test Construction, Test Results, *Tests

Identifiers—Edwards Personal Preference Schedule

The 135 distinct items from the Edward Personal Preference Schedule (EPSPS) were arranged in a five choice Likert Format and presented to 315 subjects. Factor scales were constructed and correlated with other measures of personality and academic ability. Differences between males and females were tested for significance. The results suggest that reliable and meaningful measurement of each of the four underlying dimensions in the normative form of the EPSPS is possible with the four factor analytic scales (interpersonal orientation, assertive aggressiveness, persistent dependency, and doing-thinking) developed in this investigation. (Author)

ED 032 590

CG 004 523

Dean, Donald W. Humann, Julius A.

A Report of A Pilot Program in Elementary School Guidance, 1965-1966, 1967-1968.

Lincoln Public Schools, Nebr.; Nebraska State Dept. of Education, Lincoln.

Pub Date 68

Note—119p.

EDRS Price MF-\$0.50 HC-\$6.05

Descriptors—Counseling Programs, *Counselor Evaluation, *Counselor Training, *Elementary School Counseling, *Elementary School Guidance, *Elementary School Students, Program Descriptions, Student Needs

More preteens suffer from problems of hyper-tension than ever before; and since personality development is approximately 90% complete at the age of ten or twelve, the need for early identification and proper handling of pupil needs and problems is evident. Using the basic assumption that guidance and counseling personnel might best meet these needs, an idea for conducting a pilot program in elementary school guidance evolved. The implementation of the program is discussed. Five counselors at five schools in Lincoln, Nebraska, participated. A summary of the program including methods of evaluation, and general remarks is given. The program was generally considered successful. Many feel, however, that the counselors needed specialized training, and a section is included on the preparation of elementary school counselors. Also included are narratives written by counselors, evaluation by principals, and a summary of counselors' daily logs. (Author/KJ)

ED 032 591 24 CG 004 524
Love, William A., Jr. Stewart, Douglas K.

Interpreting Canonical Correlations: Theory and Practice. Interim Report 7. Project No. 3051.

American Institutes for Research, Palo Alto, Calif.; Pittsburgh Univ., Pa. School of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.—BR-5-0606

Pub Date 68

Contract—OEC-6-10-065

Note—74p.

Available from—Project TALENT, American Institutes for Research, Post Office Box 1113, Palo Alto, California 94302 (\$3.00 per Copy, Postpaid).

EDRS Price MF-\$0.50 HC-\$3.80

Descriptors—Adolescents, *Correlation, Data Analysis, *Sociometric Techniques, *Statistical Analysis, Status, Values

The interpretation of canonical correlations presents some problems. The problem to which the first section of this monograph is addressed is the interpretation of the canonical solution. The authors suggest a summary for determining the proportion of variance of one set predicted by another set (R). The relative contributions of variables to the general index have therefore been proposed as an indication of the relative importance of the variables to the canonical solution. The second section of the monograph attempts to establish a description of the value system utilized by contemporary adolescents in assigning status to other members of their subculture. The sample consisted of 12th graders in seven schools. Sociograms were constructed giving student's choices and rejections of males and females separately. Findings, concerning values and status are presented. The authors feel that the technique used was valuable. By utilizing the canonical solution with R, and the proportioned squared multiple correlations, one can look at the way two sets of variables are related in multiple populations, and then to select the more important variables for further study. (SJ)

ED 032 592 CG 004 547
Bell, David G.

College Guidance Aspects of the Educational Opportunity Program.

San Fernando Valley State Coll., Northridge, Calif.

Pub Date [69]

Note—5p.

EDRS Price MF-\$0.25 HC-\$0.35

Descriptors—College Bound Students, College Freshmen, College Programs, Colleges, *Counseling Programs, *Counselor Attitudes, Counselor Characteristics, Counselor Role, *Disadvantaged Youth, *Student Personnel Services, Youth Opportunities, *Youth Problems, Youth Programs

San Francisco Valley State College began laying the groundwork for the admission of some 225 educationally and economically disadvantaged students a year ago. The first step was to undo previous guidance, which had guided males into industrial arts areas and females into bedmaking. A new approach was needed by guidance personnel. Through investigation and interviews the following points were discovered: (1) many blacks were sensitive to their skin color, (2) the students felt short-changed educationally, (3) their home environment was felt to be a handicap, and (4) there was overwhelming peer pres-

sure to achieve above their levels. Taking this information, the following criteria were drawn up as necessities for an effective counselor: (1) he must be acceptant, (2) he must be able to approach students, (3) he should be available, (4) he should contact parents and maintain this contact, (5) he should be a straightforward, honest, and if necessary blunt advisor, (6) he should be aware of black classes, (7) he should have participated in a training program, (8) he should have knowledge in his advisee's stated major field. (Author/KJ)

ED 032 593

Berry, Jane And Others

Missouri Valley Staff Development Project for Employment Security Personnel. Volume I.

Missouri Div. of Employment Security, Jefferson.

Pub Date [68]

Note—193p.

EDRS Price MF-\$0.75 HC-\$9.75

Descriptors—*Developmental Programs, Empathy, *Employment Services, *Human Resources, *Human Services, Interpersonal Competence, Sensitivity Training, *Staff Improvement, Staff Role, Teamwork

This project involved employment service personnel in a training program of staff development experiences which attempted to emphasize the special skills required for the expanding human resources mission of the employment service. Particular attention focused on staff relationships, the image of the employment service in the community, specialized techniques for working with client groups, and special problems of the client constituency. Implementation of the 12-month demonstration project was to be accomplished in the following three interrelated phases: (1) field investigation and training program, (2) staff development training program, and (3) project evaluation and report. Basic components of the training included Group Process (which was felt to be an effective component to be used only under the guidance of an experienced professional), Participant Seminars, Consultant Sessions, Field Work Activity, and "Model Employment Service" (none of which was totally dependent upon one another for effective use). It is felt that the training endeavor reported here can provide a solid foundation upon which meaningful non-traditional training experiences can be constructed. (Author/CJ)

ED 032 594

Guidance in the Elementary School. Volume 36.

No. 7.

Kentucky State Dept. of Education, Frankfort.

Div. of Guidance Services.

Pub Date Jul 68

Note—88p.

EDRS Price MF-\$0.50 HC-\$4.50

Descriptors—Career Planning, Counseling, *Counseling Programs, *Counseling Services, Counselor Role, *Elementary School Counseling, *Elementary School Guidance, *Elementary School Students, Information Services

It is generally accepted that the elementary school should provide for the individual needs, according to abilities and interests of early and intermediate childhood. It is now recognized that from the time of birth, through elementary school, and until graduation from high school, children need some help in developing capacity for self direction and in maintaining satisfactory progress toward worthwhile goals. In this bulletin guidelines are suggested for the development of guidance in the elementary school in accordance with the goals of the elementary school. Included in the overview of elementary guidance are the purposes, philosophy and needs of elementary schools, as well as the major goals of guidance services at this level. In planning and organizing the program, the roles of school personnel in the elementary guidance program are discussed. Under basic services and activities, counseling is thoroughly discussed, as well as ethics, consultation, information services, and resources. Other areas included are: (1) educational development of the elementary school pupil, (2) career development, and (3) social-personal development. (Author/KJ)

ED 032 595

Price, Roy A. And Others

First Year Human Relations Project. Final Report.

Syracuse City School District, N.Y.; Syracuse Univ., N.Y. Social Studies Curriculum.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-5-0673

Pub Date 31 May 69

Note—99p.

EDRS Price MF-\$0.50 HC-\$5.05

Descriptors—*High School Students, *Human Relations, Instructional Programs, *Interpersonal Relationship, *Race Relations, Self Evaluation, *Student Needs

The Human Relations project grew out of the expressed and felt-need of students in Syracuse, New York. The students indicated a desire to have a course within the regular structure of the school which would help them deal with interpersonal and interracial relations. A formal, one-half credit course, offered on a pass-fail basis was developed. The general objective of the course was "to improve race relations and general interpersonal relations among high school students in each of the four city high schools." Four teachers planned the course with two ideas: the students should do the main planning, and they should be involved in the course. Methods, content, structure, and conferences are explained. Teachers felt that one outcome was an increased ability on the part of most students to communicate with other students. It is concluded that the Human Relations Course should be continued but that changes in its present format and objectives are needed. (Author/KJ)

ED 032 596

Financing a College Education: A Guide for Counselors.

College Entrance Examination Board, New York, N.Y.

Pub Date 69

Note—44p.

Available from—The College Entrance Examination Board, Publications Order Office, Box 592, Princeton, New Jersey 08540 (1-5 copies free, quantities above five at 25 cents per copy. Payment should accompany orders).

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Colleges, Counseling, *Federal Programs, Financial Needs, *Financial Support, Grants, Higher Education, Scholarship Funds, Scholarship Loans, *Scholarships, *Student Loan Programs

Identifiers—College Scholarship Service

This booklet describes how students can finance their college expenses, how the College Scholarship Service functions, and how financial need is determined. Included are a number of suggestions that are intended to be helpful to a counselor. Among these are: (1) encourage all capable students to continue their education whatever their financial circumstances, (2) use federal programs to help students of marginal motivation to gain more confidence in planning for the future, (3) help students to understand that they are the ones to gain from higher education and not be reluctant to apply for loans and grants, (4) help parents and students understand that financial aid is usually awarded on the basis of need rather than achievement, (5) help parents to understand that colleges expect them to draw primarily on their income, (6) urge students in need of aid to save for their education, and (7) urge students to write to non-college sponsors and colleges for aid information. A list of colleges and agencies using the parents confidential statements for awarding scholarships is given. (Author/KJ)

ED 032 597

Friedlander, Frank Greenberg, Stuart

Work Climate As Related to the Performance and Retention of Hard-Core Unemployed Workers.

Case Western Reserve Univ., Cleveland, Ohio. School of Management.

Spons Agency—Department of Labor, Washington, D.C.

Pub Date [69]

Note—10p.

Available from—Case Western Reserve University, School of Management, Cleveland, Ohio (Single Copies Are Free).

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Jobs, *Job Satisfaction, *Performance Factors, *Reliability, *Unemployed, Vocational Adjustment, *Work Environment

The job climate in which 24 hard-core unemployed (HCU) workers were placed was explored

with a view toward determining climate variables which might increase performance and retention. HCU's perceived their climate as far less supportive than did their respective supervisors. Those who perceived their climate as having higher competence, congeniality, and effort. In contrast, HCU reliability was unrelated to job climate and negatively related to job retention. Increasing the supportiveness of the job climate seems to be a major avenue for increasing performance; and the implementation of these changes lies less in increasing the HCU's competence than in exploring the low reliability (lateness and absence) he demonstrates in response to his climate. (Author)

ED 032 598 CG 004 591

Zytkoske, Adrian. *And Others*
Delay of Gratification and Internal Versus External Control Among Low Socio-Economic Adolescents.

Pub Date Mar 69

Note—14p; Paper was presented at the Southeastern Psychological Association Convention, Atlanta, Georgia, March, 1969.

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—*Behavior Patterns, Caucasians, *Caucasian Students, Grade 9, Lower Class, Negroes, *Negro Students, *Reinforcement, *Secondary School Students, Socioeconomic Background, Status

The present study compared the responses of Negro and white lower socio-economic ninth grade adolescents on belief in internal versus external control of reinforcement and delay of gratification under high and low status conditions. Negro students were significantly more likely to be external and to be less likely to delay gratification than were their white counterparts. A sex by race interaction approached significance with the difference between Negro and white females greater than the difference between Negro and white males in both internality-externality and delay of reinforcement. No relationship was found between internal-external control or the status conditions and delay behavior. (Author)

ED 032 599 CG 004 593

Green, Margaret E.

Pre-School Kindergarten Readiness Inventory.

American Personnel and Guidance Association, Washington, D.C.

Pub Date Mar 69

Note—9p; Paper presented at the American Personnel and Guidance Association Convention at Las Vegas, Nevada, March 30–April 3, 1969.

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—*Diagnostic Tests, *Identification Tests, *Kindergarten, *Learning Readiness, Measurement Instruments, Readiness, Reading Readiness Tests, Reading Skills, *Test Construction, Testing, Test Reliability, Test Validity

Identifiers—Pre-School Kindergarten Readiness Inventory (PKRI)

The Pre-School Kindergarten Readiness Inventory (PKRI) is a brief diagnostic instrument designed to be administered by the classroom teacher. It can be administered and scored in 10 to 12 minutes. The PKRI was developed to measure abilities and skills that are regarded as necessary for success in school. These include social awareness, motor performance, and letter recognition. The most important goal was to help the teacher to become "tuned in" emotionally with the child. The results may be used to identify children who appear to need: (1) vocabulary development, (2) further diagnostic work, and (3) more work in perceptual activities. The construction of the PKRI involved item analysis based on 1,926 kindergarten pupils. The PKRI was administered for standardization purposes to approximately 2,000 children in May, 1969. More research on the PKRI measure in relation to reading success should be carried out. (Author/KJ)

ED 032 600 CG 004 595

Bednar, Richard L. Parker, Clyde A.

Client Susceptibility to Persuasion and Counseling Outcome.

American Psychological Association, Washington, D.C.

Pub Date Aug 69

Note—21p; Paper was presented at the American Psychological Association Convention,

Washington, D.C., August 31–September 4, 1969.

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—*Behavior Change, *Change Agents, *Counseling, *Counseling Effectiveness, Counseling Goals, *Personal Growth, Research Design

A randomized design with a 2 x 2 x 2 factorial arrangement of treatments was employed to investigate the role of susceptibility to persuasion, expectations for personal growth and divergent counseling treatments in the process of behavior change. The results of the investigation indicated that: (1) the divergent counseling treatment procedures were equally successful in effecting change of equivalent magnitude, but in divergent directions; (2) there were no differences in client satisfaction between the two counseling treatments in spite of the opposite directions of change; (3) susceptibility to persuasion and heightened expectations did not significantly influence the magnitude of change; and, (4) the high persuasibility subjects perceived the counseling treatments as more valuable to themselves and others and expressed greater interest in continuing treatment as well as attempting new behaviors. (Author)

ED 032 601 CG 004 614

Shaffer, Scott C. *And Others*

The Relationship of Individual Difference Measures to Socio-Economic Level and to Discrimination Learning.

Emory Univ., Atlanta, Ga.

Pub Date 1 Mar 69

Note—20p; Paper was presented at the Southeastern Psychological Association Convention, Atlanta, Georgia, March 1, 1969.

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—*Discrimination Learning, Lower Class, Middle Class, *Personality Studies, *Reinforcement, *Socioeconomic Influences, *Socioeconomic Status

Upper-middle and low socio-economic level (SEL) subjects were compared on a discrimination learning task and on personality measures of locus of control of reinforcement and need for approval (Napp). Upper-middle SEL subjects were found to be faster discrimination learners than low SEL subjects only when the relevant stimulus cue was on a highly attended stimulus dimension. No SEL differences occurred when training was on a cue of a low attention level dimension. As predicted, internal subjects learned the discrimination task faster than external subjects, but this relationship held only for the upper-middle SEL subjects and only after the correlation was corrected for the attenuating effects of the low reliability on the IE scale. No relationship between Napp and the learning task was found for either SEL. Low SEL girls were found to be more external and higher in Napp than low SEL boys and upper-middle SEL girls and boys. Results suggest that the attention level of the relevant dimension is a major variable in discrimination learning. Further investigation of the personality correlates of discrimination learning is also suggested. (Author)

ED 032 602 CG 004 619

Gump, Larney R., Jr.

Sophistication in Counselor Self-Understanding and Perceived Effectiveness.

Maryland Univ., College Park.

Pub Date [69]

Note—14p; This article is based on a doctoral dissertation submitted under the supervision of George R. Hudson, to Pennsylvania State University, University Park, Pennsylvania

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—*Counseling, *Counseling Effectiveness, *Counselor Characteristics, *Counselor Evaluation, *Counselors, Counselor Training, Self Concept, Self Evaluation

Counselor self-understanding as a vital factor in counseling is universally supported in the literature and by professional organizations. However, several practicing school counselors stated that they did not relate their self-understanding to their work as counselors. The purpose of this study was to determine the reliability of classifying counselors as Sophisticated or Naive with respect to self-awareness, and to obtain counselor and client ratings of effectiveness. The polarization model of so classifying counselors is not complete; a continuum model might be more reliable. Clients of naive counselors rated their coun-

selors higher in counseling effectiveness than did clients of sophisticated counselors. (Author)

ED 032 603 24 CG 004 628

Ziller, Robert C. *And Others*

The Political Personality: A Technical Report.

Oregon Univ., Eugene, Center for Advanced Study of Educational Administration.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-0217

Pub Date 31 Jul 69

Contract—OEC-4-10-163

Note—25p; An earlier report of this study was presented at the Western Small Groups Meetings, San Diego, California, March 27, 1968.

EDRS Price MF-\$0.25 HC-\$1.35

Descriptors—*Individual Characteristics, Legislation, Personality, *Personality Assessment, Political Attitudes, *Political Influences, Principals, *Self Concept, Self Esteem, Superintendents, *Teachers

Responsiveness to diverse groups in a pluralistic constituency was assumed to be a crucial consideration related to election to political office. Responsiveness was assumed to evolve from the interaction of two components of self-other orientation, self-esteem and complexity of the self concept. The pattern of self-other orientation found least frequently among politicians (state legislators and superintendents of public schools in comparison with teachers and principals) was high self-esteem and high complexity (the apolitical personality pattern). Political candidates with this personality pattern were also elected to office less frequently. The results are interpreted within a framework of personality differentiation-integration. (Author)

ED 032 604 CG 004 636

Stevens, Frederick L., Jr.

College Students' Conception of A Normal Personality. Report No. 69-08.

American Psychological Association, Washington, D.C.

Spons Agency—Iowa State Univ., Ames. Dept. of Psychology; Iowa State Univ., Ames. Student Counseling Service.

Pub Date 31 Aug 69

Note—7p; Paper was presented at the American Psychological Association Convention, Washington, D.C., August 31–September 4, 1969.

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—*College Students, *Factor Analysis, *Individual Characteristics, *Personality Assessment, *Personality Theories

Two samples of college undergraduates (N=103 and N=193) were asked to rate the degree to which each of 50 adjectives was applicable to their idea of a normal personality in an effort to determine the dominant characteristics in their conception of a normal personality. The resulting data were subjected to a maximum likelihood factor analysis. Four of the factors obtained from the first set of data were replicated in the cross-validation sample. These four factors were: (1) a large, general factor which seemed to represent a dimension of positive characteristics; (2) a stable, rational factor; (3) a neat, clean factor; and (4) an active, talkative factor. The implications of these results are discussed. The main implication is that there is not one definition of normality which could be agreed upon by college students. (Author/KJ)

ED 032 605 24 CG 004 662

MacVicar, Joan A.

Description and Evaluation of the Playroom 81 Project.

Harvard Univ., Cambridge, Mass. Center for Research and Development in Educational Differences.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-0215

Pub Date [68]

Contract—OEC-5-10-239

Note—147p.

EDRS Price MF-\$0.75 HC-\$7.45

Descriptors—Achievement, *Adult Education Programs, *Black Community, *Community Education, Community Planning, Counselors, *Disadvantaged Youth, Educational Innovation, Indigenous Personnel, Innovation, Laboratory Schools, Preschool Children, Race Rela-

tions, Recreational Programs, *Urban Education

Playground 81 was a recreational program available to children in the Mission Hill Extension Housing Development in Roxbury, Massachusetts. It was operated by 10 mothers, both black and white, indigenous to the project. It was supported by funds allotted by the Office of Economic Opportunity to the Research and Development Center at Harvard University for a two-year period from September, 1965 to June, 1967 for the purpose of developing innovative schools which would challenge traditional education. Initially the Harvard team had planned to utilize teenagers who had dropped out of high school to run the program. However, it turned out that mothers took over the program, since the teenagers interest was short-lived. The Harvard Team wanted to leave decision making up to the community mothers in a democratic fashion; however, this became inimical and detrimental to the program, since chaos and lack of organization resulted. An evaluation of the program showed that participants and community people felt that there should be more organization and structure and a clearer delineation of roles if it were to be effective. Playground 81 did increase the achievement expectations of group members and help them become more self-reliant. (Author/KJ)

ED 032 606 24 CG 004 673
Ziller, Robert C.

The Alienation Syndrome: A Triadic Pattern of Self-Other Orientation. A Technical Report.

Oregon Univ., Eugene. Center for Advanced Study of Educational Administration.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.—BR-5-0217
Pub Date 31 Jul 69
Contract—OEC-4-10-163
Note—28p.

EDRS Price MF-\$0.25 HC-\$1.50

Descriptors—Behavior Problems, Negroes, *Personality Theories, Relationship, Self Concept, *Self Esteem, Social Adjustment, *Socially Deviant Behavior, *Social Psychology, Social Relations

A social psychological theory of personality is presented which examines the crucial relationship between self and other as perceived by the individual and communicated by topological configurations of the self in relation to significant others. The inadequacies of self and social guidance mechanisms for social adaption are assumed to be associated with the concept of alienation. The alienation syndrome is defined as low self-esteem, low social interest, and high self-centrality. This triadic pattern is shown to describe behavior problem children, neuropsychiatric patients, and to some extent, persons over 40 years of age, and American Negro children. It is suggested that the processes leading from exclusion to the alienation syndrome may be a self-fulfilling prophecy mediated by reduced social reinforcement. (Author)

ED 032 607 24 CG 004 674
Ziller, Robert C. And Others

The Neutral in a Communication Network Under Conditions of Conflict. A Technical Report.

Oregon Univ., Eugene. Center for Advanced Study of Educational Administration.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.—BR-5-0217
Pub Date 31 Jul 69
Contract—OEC-4-10-163
Note—28p.

EDRS Price MF-\$0.25 HC-\$1.50

Descriptors—*Communication (Thought Transfer), *Communication Problems, *Conflict, *Group Dynamics, Group Membership, Groups, Group Status, *Information Theory

Two laboratory experiments are reported which describe the effects of the presence of a neutral in a communication network during the resolution of differences of opinion between two persons. The presence of a neutral was found to be associated with increased resistance to persuasion, increased number of messages between parties, and increased perception of difficulty in resolving the conflict. It was proposed that the neutral sustains conflict by prematurely rendering public the positions of the parties involved. Member tenure and power were found to be positively associated, suggesting that open groups in

contrast to closed groups more readily incur conflict. (Author)

ED 032 608 24 CG 004 675

Ziller, Robert C.

A Theory of Self Other Orientation and Interpersonal Conflict. A Technical Report.

Oregon Univ., Eugene. Center for Advanced Study of Educational Administration.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.—BR-5-0217
Pub Date 31 Jul 69
Contract—OEC-4-10-163
Note—21p.

Available from—Center for the Advanced Study of Educational Administration, University of Oregon, Eugene, Oregon 97403 (Mimeo—\$0.25 per Copy).

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—Aggression, *Behavior Theories, *Communication (Thought Transfer), *Conflict, Conflict Resolution, *Group Dynamics, *Self Esteem, Social Psychology, Social Relations

A social psychological theory of self-other orientation provides the basis of a theory of interpersonal conflict and aggression. It is assumed that conflict devolves to aggression toward self or other under conditions of reduction in self esteem and social interest, and the development of an unchanging self-centered theory of behavior. Principles of conflict control are discussed in relation to group characteristics (open-closed groups, presence of a third person, problem-solving norms, and power differential between members), communication processes (formal-informal communication, verbal-nonverbal communication, and timing), and the complexity of task demands. (Author)

ED 032 609 24 CG 004 676

Ziller, Robert C. And Others

Complexity of the Self Concept and Social Acceptance. A Technical Report.

Oregon Univ., Eugene. Center for Advanced Study of Educational Administration.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.—BR-5-0217
Pub Date 31 Jul 69
Contract—OEC-4-10-163
Note—38p.

Available from—Center for the Advanced Study of Educational Administration, University of Oregon, Eugene, Oregon 97403 (Mimeo—\$0.25 per Copy).

EDRS Price MF-\$0.25 HC-\$2.00

Descriptors—*Behavior Patterns, *Identification (Psychological), Peer Acceptance, *Perception, *Self Concept, Self Esteem, *Social Relations

Complexity of the self-concept was found to be associated with a self-report of identification with others, a topological measure of social interest, perception of persons older than the self as more similar to the self, and with greater popularity. It is concluded that the complexity of the self-concept is associated with acceptance of and by a wide variety of others. The initial framework is supported by the results. In terms of the self-concept, the control function associated with integration is assumed to be self-esteem. Self-esteem is linked to consistency of behavior across situations stemming from a supra-organization of the self-system. Thus the dual self components in Lewin's theory of differentiation integration. The construct of complexity has been explored in isolation only as the first stage in the approach to the more general framework described in this study. (Author)

ED 032 610 24 CG 004 713

Blum, Zahava D. And Others

A Method for the Collection and Analysis of Retrospective Life Histories. Report No. 48.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.—BR-6-1610
Pub Date Jul 69
Grant—OEG-2-7-06160-0207
Note—37p.

EDRS Price MF-\$0.25 HC-\$1.95

Descriptors—Computers, Educational Research, *Longitudinal Studies, Occupational Mobility, Racial Differences, *Social Class, *Socioeconomic Background, Surveys

To achieve the goal of "equality of opportunity" and socioeconomic well being in American society there is the need to know what type of directed social change is appropriate. The purpose of this research effort was to examine empirical data on how social groups and individual households achieve social mobility in order to identify alternative intervention points. Social mobility is seen primarily in socioeconomic terms with a strong but not exclusive, emphasis on the role played by educational attainments in the mobility of individual households and social groups. A current emphasis of our research is an investigation of the occurrence (or lack of occurrence) of certain events as the individual passes through his own life cycle, i.e., a study of intragenerational mobility. Using survey research methods, retrospective life histories have been obtained for a national sample of the noninstitutionalized population of males 30-39 years of age residing in households in the United States and a similar sample of Negro males. This paper, while not intended to be a comprehensive manual, discusses the general approach developed in the project, illustrates many of the procedures, and gives examples from the survey data. (Author/KJ)

ED 032 611 EA 002 380
Bumbarger, C.S., Ed. Friesen, D., Ed.

Banff Regional Invitational Conference for School Administrators (10th, April 28-30, 1968). Focus on Data Processing.

Alberta Univ., Edmonton. Dept. of Educational Administration.
Pub Date Apr 68
Note—122p.

EDRS Price MF-\$0.50 HC-\$6.20

Descriptors—Bibliographies, *Computer Assisted Instruction, Computer Based Laboratories, *Computer Oriented Programs, Computer Science Education, *Conference Reports, *Electronic Data Processing, Guidance Counseling, Information Storage, Regional Programs, *School Systems, Simulation, Time Sharing

Identifiers—Canada
The Banff Regional Conference is intended for superintendents and trustees of medium-sized urban school districts in Canada's four western provinces. Some of the applications and limitations of electronic data processing were discussed at the 1968 conference. The following topics were covered in presentations: (1) A basic introduction to the concepts and terminology of electronic data processing; (2) a discussion of possible applications of computers in education, including school administration, research, computer as a subject, computer-assisted instruction, guidance by computer, library, simulations, and problem solving; (3) a discussion of regional data centers; and (4) current applications of electronic data processing in Canadian schools. A 90-entry bibliography is appended. (DE)

ED 032 612 24 EA 002 397
Harman, Willis W.

Belief Systems, Scientific Findings, and Educational Policy.

Stanford Research Inst., Menlo Park, Calif. Educational Policy Research Center.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Report No.—Res-Note-EPRC-6747-4; SRI-Proj-6747

Bureau No.—BR-7-1013

Pub Date Nov 67

Contract—OEC-1-7-071013-4274

Note—44p.; Draft paper first presented within Progress Report during pilot phase of EPRC.

EDRS Price MF-\$0.25 HC-\$2.30

Descriptors—Attitudes, *Beliefs, *Educational Objectives, Educational Philosophy, *Educational Policy, Learning Processes, Perception, Research Methodology, *Scientific Principles, Self Actualization, Self Concept, Socialization, Values

This paper examines the relationship of educational goals to some fundamental beliefs. Four research findings judged as well-substantiated but not yet having full effect on educational thinking were considered: (1) The breadth and magnitude of human capacities and resources far exceed present levels of actualization within persons or societies; (2) world and self-perceptions are strongly conditioned by familial and social learning, as well as by personal needs and motives; (3) unconscious processes comprise a major portion of significant human experience (perceiving, learning, thinking); (4) basic attitudes and beliefs

(self and world views), conscious and unconscious, tend to be self-fulfilling. Educational policy implications of these findings are discussed and it is suggested that their interpretation depends upon basic philosophical assumptions which underlie the specific research and the research methodology. A classification is made of sets of basic assumptions. A 46-item bibliography is included. (Author/MLF)

ED 032 613 EA 002 412

A Guide for State Government Agencies: Establishing Cost Allocation Plans and Indirect Cost Rates for Grants and Contracts with the Department of Health, Education, and Welfare.
Department of Health, Education and Welfare, Washington, D.C.

Report No.—OASC-6

Pub Date Mar 69

Note—57p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$6.5).

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Accounting, Contracts, Estimated Costs, *Grants, *Guides, *Program Costs, *State Agencies, State Federal Aid, *State Federal Support, Unit Costs

Identifiers—Bureau of the Budget, Department of Health, Education, and Welfare, HEW

This brochure provides guidelines for State governments seeking to recover the costs of services provided by central service-type activities to grantee State departments and the indirect cost of grantee State departments. As a prerequisite to such recovery, States must develop and submit to the Department of Health, Education, and Welfare a formal statewide cost allocation plan for central support services. A formal plan for allocating indirect costs of each grantee department must also be submitted to that Federal agency which has the predominant dollar involvement in the department. This brochure describes, in general terms, the processes of indirect cost rate determination and presents instructions for the submission of rate proposals. Appended are Bureau of the Budget Circular A-87, "Principles for Determining Costs Applicable to Grants and Contracts with State and Local Governments"; sample cost allocation plan formats; sample negotiation agreements; and the criteria used to determine the assigned negotiation responsibilities of Federal agencies. (DE)

ED 032 614 EA 002 489

Vamer, Sherrell E.

Class Size.

National Education Association, Washington, D.C.

Report No.—RS-1968-S1

Pub Date 68

Note—50p.

Available from—Publications Sales Section, National Education Association, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (Stock #434-22810, single copy \$1.00, quantity discounts).

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Bibliographies, Board of Education Policy, Class Organization, *Class Size, Collective Negotiation, Educational Finance, Educational Innovation, *Educational Trends, Literature Reviews, Professional Associations, Public Schools, *Research Reviews (Publications), School Policy, Staff Utilization, *Standards, *Student Teacher Ratio

Two basic reasons for concern over classroom size are the desire to optimize learning conditions and the tremendous impact of class size on school finances. The first reason of concern is not as well defined as the second. Rather than looking for the optimum figure, as has been done in the past, the question should read "Best classroom size for what ends and under what circumstances?" New methods of classroom organization and staff utilization which include team teaching, nongrading, flexible scheduling with large/small group and independent instruction, use of paraprofessional personnel, and vertical and horizontal grouping have been considered among the variables in recent analyses of classroom size. Related to these considerations are grade level classes from kindergarten through college. A literature review of this research is accompanied by recommendations, standards, and written policy statements of educational bodies. (LN)

ED 032 615

Quindry, Kenneth E.

State and Local Revenue Potential.

Southern Regional Education Board, Atlanta, Ga. Report No.—Res-Mono-15

Pub Date 69

Note—106p.

EDRS Price MF-\$0.50 HC-\$5.40

Descriptors—Bibliographies,

*Financial Capacity, Income, *Southern States, State Legislation, *State Surveys, *Tax Effort, Tax Rates

This report contains the results of an extensive study into State and local tax revenue potentials for the 15 Southern Regional Education Board (SREB) States. It identifies both the degree of current use and the potential for increased use of (1) general and selective sales and gross receipts taxes, (2) death and gift taxes, (3) property taxes, (4) individual and corporation income taxes, (5) motor fuel taxes, (6) severance taxes, and (7) license and other miscellaneous taxes, on a State by State basis. Interstate comparisons of the amount of tax capacity and the degree of tax effort are accompanied by a discussion of considerations and limitations inherent in such comparisons. A bibliography of major tax studies in other States and regions is appended. (DE)

ED 032 616 08 EA 002 491

Tuckman, Bruce W.

The Student-Centered Curriculum: A Concept in Curriculum Innovation.

Rutgers, The State Univ., New Brunswick, N.J. Graduate School of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—Incid-R-2

Bureau No.—BR-8-0334

Pub Date Mar 69

Grant—OEG-0-8-080334-3736

Note—21p.

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—*Behavioral Objectives, *Curriculum Development, Curriculum Planning, *Educational Objectives, Individualized Instruction, Learning Processes, Schedule Modules, *Sequential Learning, *Student Needs, Teacher Role, Vocational Education

Identifiers—SCOPE, Study Curriculum Occupational Preparation & Educate
The following postulates provide the basis for development of an innovative student-centered curriculum: (1) A curriculum must be defined in terms of the students' educational needs; (2) for the majority of students, occupational goals require less than a bachelor's degree; (3) a curriculum must be defined in terms of the psychological structure and educational experiences of students; (4) learning of the concrete must precede learning of the abstract; (5) learning can be maximized by controlling the sequence towards some goal, locating the student in that sequence, and combining sequences that are psychologically similar; and (6) learning is most meaningful when a person learns through interaction with his environment. To construct a student-centered curriculum, the curriculum must be vocationalized, it must be developed and analyzed sequentially on the basis of behavioral objectives and psychological characteristics, individuals should be simultaneously instructed when they are at the same point in the same sequence, and the learning environment should be structured to maximize the probability of learning through participation. (JH)

ED 032 617 EA 002 493

Karplus, Robert

Some Thoughts on Curriculum Development.

Pub Date May 69

Note—11p.; Presented at Cubberley Curriculum Conference (Palo Alto, Calif., May 7-9, 1969).

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—*Curriculum Development, *Curriculum Evaluation, *Educational Principles, Student Motivation, Student Participation, Teacher Role

Reconciling large-scale use of common materials with the unique nature of each classroom grouping is the central problem of the curriculum developer. Certain generally applicable educational principles can aid in coping with these problems when coupled with empirical testing of all materials with children and/or teachers. But, the payoff of curriculum development is what happens to teachers and children in the class-

room. Curriculum evaluation is concerned with describing this result. Evaluation studies have to take place at a time when the materials have stabilized; yet the studies have to last long enough to examine longitudinal implications. The tradition of educational evaluation has, unfortunately, concentrated on the achievement of the individual child, and no attention has been paid to the objectives for which the teachers actually use curriculum materials, the classroom processes through which teachers try to attain these objectives, etc. (DE)

ED 032 618 EA 002 494

Eisner, Elliot W.

Persistent Dilemmas in Curriculum Decision-Making.

Pub Date May 69

Note—16p.; Presented at Cubberley Curriculum Conference (Palo Alto, Calif., May 7-9, 1969).

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—Activism, Community Control, *Curriculum Development, *Curriculum Evaluation, *Curriculum Problems, Decision Making, Minority Groups, *Relevance (Education), Skill Development, Social Change, Student Role, Teacher Role

A social and educational revolution is recasting the goals and function of schooling in the United States. Because of this, the persistent dilemmas of curriculum decision-making have become more urgent. The first dilemma deals with the problem of choosing between the virtues of community control and student-initiated curriculum making and the virtues of large-scale curriculum development. Secondly, if attention to a wide range of problems and fields of study is necessary for the personal and intellectual development of the students, how can idiosyncratic interests and aptitudes be cultivated? A third dilemma is the problem of evaluating the consequences of programs. A resolution of the latter might be to develop procedures that would secure a wide range of unobtrusive data on student behavior. (Author/MF)

ED 032 619 EA 002 495

Barnes, Donald E.

Business Methods in Reorganizing Administration of an Urban School System. Industry and Education Study No. 1, New Haven.

Institute for Educational Development, New York, N.Y.

Pub Date May 69

Note—51p.

Available from—Institute for Educational Development, 52 Vanderbilt Avenue, New York, N.Y. 10017 (First copy \$1.00, extra \$.50 each).

EDRS Price MF-\$0.25 HC-\$2.65

Descriptors—*Administrative Organization, Educational Administration, Educational Innovation, *Industry, Information Dissemination, In-service Programs, *Management Education, *Management Systems, Public Relations, Questionnaires, School Community Cooperation, *Urban Schools

Problems with defining the administrative organization of the New Haven school system led a new superintendent of that system to request aid from local industrial management experts. An organization expert was "loaned" to the school system by a local industry. The end result of 6 months of interviewing and analyzing was a document, called "The Price Report," that assessed the organizational structure, pointing out serious deficiencies and proposing a detailed plan for reorganization. A local public utility then placed three men under the superintendent's direction to implement the reorganization plan. In addition to their basic assignment, they wrote an "Administrators' Manual" and produced an innovative management in-service training program. A reorganization of information channels has led to improved communication within the administrative structure, with the press, and with the public on a direct basis. Copies of questionnaires used in the study are appended with a summary of "The Price Report." (DE)

ED 032 620 08 EA 002 496

Cooperative Project for Educational Development. Interim Report, Phase I, May 1-September 1, 1968.

National Training Labs. Inst. for Applied Behavioral Science, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

30 Document Resumes

Bureau No—BR-8-0069

Pub Date Sep 68

Grant—OEG-3-8-080069-0043-010

Note—67p.

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Data Processing, Educational Objectives, *Educational Research, Feedback, Models, *Organizational Climate, Principals, Program Descriptions, Program Development, Questionnaires, Research Projects, *School Personnel, *School Systems, *Teacher Role, Teachers

Identifiers—Cooperative Project for Educational Development, COPED

Progress on projects within the overall program of the Cooperative Project for Educational Development (COPED) are described in this interim report and some tentative target dates for completion are indicated. The working documents include a report on data processing and a description of data feedback models developed by the Michigan COPED staff. Plans are outlined for the publication of a pamphlet to aid in diagnosing the organizational climate in schools. Tables give data from questionnaires distributed to principals and teachers in the Michigan COPED schools to measure relationships among school personnel. [Not available in hard copy due to marginal legibility of original document.] (LN)

ED 032 621 EA 002 497

Frederickson, Ronald H. And Others.

The Amherst Ungraded Secondary Schools: An Evaluation Report. (Volume I) and Appendices (Volume II).

Amherst-Pelham Regional School District, Amherst, Mass.; Massachusetts Univ., Amherst. School of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.

Report No—DPSC-66-873; ESEA-Title-3

Pub Date Dec 68

Grant—OEG-1-6-066873-1642

Note—877p.

EDRS Price MF-\$3.25 HC-\$43.95

Descriptors—Bibliographies, Case Studies (Education), Course Evaluation, Curriculum Evaluation, Data Sheets, *Educational Objectives, *Evaluation Methods, Evaluation Techniques, Interviews, Literature Reviews, *Nongraded System, *Program Evaluation, *Secondary Schools, Secondary School Students, Statistical Analysis, Tape Recordings

Identifiers—Amherst

An evaluation of the Amherst ungraded secondary schools conducted with the use of ESEA Title III funds, assessed the degree to which the schools achieved objectives of the program. Descriptive data upon which the evaluation was based include interviews with parents and students and staff, an activities checklist, standardized achievement tests, student records, and case studies. The objectives of the nongraded program emphasized the needs and abilities of the individual student, with progression rates commensurate with ability. In addition, the nongraded curriculum was to provide for independent study and to recognize the value of experiences outside formal study. The program was designed to give the student more responsibility in directing his program of study and to encourage self-motivation. Finally, the program intended to provide a meaningful appraisal of the students' achievement. The data revealed that a father's socioeconomic status greatly influenced a student's curriculum placement and that more direction was needed in helping a student choose his program of study. (LN)

ED 032 622 24 EA 002 499

Goldhammer, Keith And Others.

The Politics of De Facto Segregation. A Case Study.

Oregon Univ., Eugene. Center for Advanced Study of Educational Administration.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No—P-3-3

Bureau No—BR-5-0217

Pub Date May 69

Contract—OEC-4-10-163

Note—66p.

EDRS Price MF-\$0.50 HC-\$3.40

Descriptors—Administrator Role, Advisory Committees, Board of Education Role, *Boards of Education, Community Study, Community Sup-

port, Compensatory Education, *Conflict Resolution, Cultural Enrichment, Culturally Disadvantaged, *Defacto Segregation, Educationally Disadvantaged, Equal Education, Negro Education, Political Power, Power Structure, *Racial Balance, *School Segregation

This document reports the findings of a project designed to identify and evaluate strategies employed by school administrators in dealing with conflicts arising from the diverse and opposing values held by different groups within a community. A city school district (identified as "Grandview"), which had been involved in a conflict situation caused by racial imbalance in its schools, was chosen as the site for this case study. Data were collected from newspaper accounts, personal interviews, questionnaires, and recorded documents in the files of the school district. The behaviors and interactions of the identifiable groups involved in the conflict are described within the framework of a chronology of events related to the conflict situation. This study offers a comprehensive reconstruction of the actions and events relevant to the resolution of a community conflict over racial imbalance in the schools. (Author/JH)

ED 032 623 EA 002 501

Curtis, Thomas E., Ed.

The Middle School.

State Univ. of New York, Albany. Center for Curriculum Research and Services.

Pub Date 68

Note—278p.; Papers presented at a Curriculum Conference (Albany, N.Y., August 8-12, 1966).

Available from—Faculty-Student Association of the State University of New York at Albany, Inc., State University Bookstore, 1400 Wash. Ave., Albany, N.Y. 12203 (\$2.00).

EDRS Price MF-\$1.25 HC Not Available from EDRS.

Descriptors—Administrative Personnel, *Adolescents, Bibliographies, *Core Curriculum, Educational Administration, Educational Finance, Educational Philosophy, Grade Organization, Learning Theories, *Middle Schools, Nongraded System, Psychological Characteristics, *School Architecture, Teacher Selection, *Team Teaching

A curriculum conference for New York school administrators interested in the middle school concept concentrated on three objectives: (1) To gain insight into the principles of early adolescent education, (2) to become aware of the strengths of the various theoretical approaches of educating the adolescent, and (3) to look at the pragmatics of applying the theoretical concepts. Emphasized throughout 18 different addresses was the responsibility of academic transition assumed by the middle school. At the elementary level, the emphasis is on developing basic skills in a self-contained classroom; in high school the emphasis is on specialization in a subject-oriented program. Middle schools fit into this picture by building self-awareness in the student—thus aiding in the process of social adjustment—and by providing exploratory intellectual experiences in subject matters that are studied more intensely at the high school level. Administration, curriculum design, architectural design, and instructional techniques implied by the middle school are covered. A selected bibliography of 68 citations is appended. (LN)

ED 032 624 EA 002 507

Epstein, Benjamin

What Is Negotiable? Professional Negotiations Pamphlet Number One.

National Association of Secondary School Principals, Washington, D.C.

Pub Date 69

Note—34p.

Available from—The National Assn. of Secondary School Principals, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (Single copy \$1.00, quantity discounts).

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Administrative Personnel, Administrator Guides, Administrator Role, *Boards of Education, *Collective Negotiation, Educational Policy, Educational Practice, Negotiation Agreements, *Principals, State Legislation, *Teacher Associations, *Teacher Welfare

Most school officials now agree that teachers may negotiate with school boards over such items

as the rights of the representative organization, the personal welfare benefits of teachers, and grievance machinery. Current disagreement centers on the question of whether or not items affecting the formulation of educational policy are negotiable. The National Association of Secondary School Principals (NASSP) considers the atmosphere of the bargaining table to be inappropriate for discussion of policy (professional) items and recommends, as an alternative, the establishment of formal policy councils made up of representatives chosen by teachers, principals, and supervisors. The NASSP suggests seven criteria for school administrators attempting to classify negotiation demands as either "professional problems" or "conditions of employment." Related documents are EA 002 541 and EA 002 542. (JH)

ED 032 625

EA 002 508

Varner, Sherrell E.

The Rescheduled School Year.

National Education Association, Washington, D.C.

Report No—RS-1968-S2

Pub Date 68

Note—39p.

Available from—Publication Sales Section, National Educ. Assn., 1201 Sixteenth St., N.W., Washington, D.C. 20036 (Stock No. 434-22812, single copy \$1.00, quantity discounts).

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Bibliographies, Continuous Progress Plan, Economic Factors, *Educational Research, *Experimental Programs, *Extended School Years, *Feasibility Studies, National Surveys, Quarter System, Summer Schools, Teacher Shortage, Trimester Schedules, *Year Round Schools

The extended school year is based on the needs to economize, to improve teacher status, to deal with the teacher shortage, to improve and enrich education for all pupils, to achieve pupil acceleration, and to keep youth busy and off the streets during the summer months. In spite of these claimed advantages, experimentation and adoption of extended school year plans have not been widespread. After a discussion of the traditional summer school plan, this report summarizes the operations, experiments, and studies which have been conducted on each of the following plans: (1) Rotating four-quarter, (2) continuous four-quarter, (3) extended school year, (4) continuous school year or continuous progress, (5) multiple trails, (6) modified summer school, (7) trimester, (8) quadrimester, and (9) extended K-12. A bibliography containing 62 books and articles, 22 research reports, and five research summaries is appended. (DE)

ED 032 626 EA 002 509

Estimates of School Statistics, 1968-69.

National Education Association, Washington, D.C.

Report No—RR-1968-R16

Pub Date 68

Note—36p.

Available from—Publications Sales Section, National Educ. Assn., 1201 Sixteenth St., N.W., Washington, D.C. 20036 (No. 435-13374, single copy \$1.00, quantity discounts).

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Average Daily Attendance, Average Daily Enrollment, Boards of Education, Elementary Schools, *Expenditures, High School Graduates, *Income, *Instructional Staff, National Surveys, Population Distribution, Public School Systems, School Districts, *School Statistics, School Superintendents, Secondary Schools, Student Enrollment, *Students, Teacher Salaries

This report is the 27th in the series of annual estimates of public school statistics. It includes estimates of the administrative organization, pupils, high school graduates, professional staff and salaries, and revenues and expenditures in the fall of 1968. National, regional, and State estimates are shown for the school year 1968-69, and revised estimates are shown for the school year 1967-68. Definitions are given for the included statistics. (DE)

ED 032 627

EA 002 510

Rankings of the States, 1969.

National Education Association, Washington, D.C.

Report No.—RR-1969-R1

Pub Date 69

Note—76p.

Available from—Publication Sales Section, National Educ. Assn., 1201 Sixteenth St., N.W., Washington, D.C. 20036 (Stock No. 435-13378, single copy \$1.50, quantity discounts).
EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Academic Achievement, Average Daily Attendance, Average Daily Enrollment, *Census Figures, *Educational Finance, Educationally Disadvantaged, Expenditures, Family Income, Instructional Staff, Literacy, Population Trends, State Federal Aid, *State Surveys, *Statistical Data, Student Teacher Ratio, *Tables (Data), Tax Support, Teacher Salaries.

This report consists of tables which rank the States according to 132 separate items of data. The information may be used in interpreting and evaluating various aspects of State school systems. Latest available figures are used in the report; some are estimates, others are based on sampling studies. National totals are shown in most tables. Items covered in the tables are population, enrollment and attendance, teachers, educational attainment, general financial resources, governmental revenue, school revenue, governmental expenditures and debt, school expenditures, and a group of miscellaneous items. A 28-item bibliography of the sources of the data and an index are included. (MF)

ED 032 628

EA 002 511

Maximum Salaries Scheduled for Administrators, 1968-69, Public-School Salaries Series.

National Education Association, Washington, D.C.

Report No.—RR-1969-R3

Pub Date 69

Note—93p.

Available from—Publication Sales Section, Nat. Educ. Assn., 1201 Sixteenth St., N.W., Washington D.C. 20036 (Stock No. 435-13386, single copy \$1.75, quantity discounts).

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—*Administrative Personnel, Counselors, Instructional Staff, Librarians, Principals, *Public School Systems, *Salaries, *School Surveys, Statistical Data, *Tables (Data), Teacher Salaries.

This study lists salaries in reporting school districts with enrollments of 6,000 or more. Reported system by system are maximum salaries scheduled in 1968-69 for the following personnel: Central office administrators and supervisors, counselors, deans, librarians, and assistant and supervision principals in elementary, junior high, and senior high schools. For each reporting school system, an index shows the relationships of the maximum scheduled salaries of principals and other building administrators to the maximum salaries scheduled for classroom teachers. Summary tables showing mean and median maximum scheduled salaries, salary ranges and distributions, and relationships to schedules for classroom teachers are also included. A comparison of the maximum scheduled salaries for classroom teachers and certain administrative and supervisory positions is shown for the years 1962-63 through 1968-69. (Author/MF)

ED 032 629

24

EA 002 513

Alkin, Marvin C. Skager, Rodney W. Systems Analysis Applications in Educational Research.

California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-1646

Pub Date Feb 69

Contract—OEC-4-6-061646-1909

Notes—12p. Paper presented at the Annual Meeting of the Amer. Educ. Res. Assn. (Los Angeles, Feb. 5-8, 1969).

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—Cost Effectiveness, Data Collection, Decision Making, *Educational Research, Feasibility Studies, *Input Output Analysis, Mathematical Models, *Systems Analysis, *Systems Approach.

There are basically four dimensions to a systems analysis that we find in current educational research: (1) Collecting information, (2) analyzing input-output relationships, (3) deriving models built upon these relationships to evaluate

alternatives and to derive feasible solutions, and (4) attempting to derive the best solution consistent with the constraints. Three studies presently under way may help to provide insights into the range of educational research problems which might be beneficially examined from the systems analytic viewpoint. The first study deals with collecting information for building an evaluation system for elementary schools. The second is an attempt to develop a series of regression models for simulating the characteristics of secondary schools. The last deals with optimization of salary schemes. (DE)

ED 032 630

24

EA 002 514

Primary Network Innovations. First Annual Report May, 1968. Interim Report.

Shelly (E.F.) and Co., New York, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-1037

Pub Date May 68

Contract—OEC-1-7-071037-3596

Note—114p.

EDRS Price MF-\$0.50 HC-\$5.80

Descriptors—*Annual Reports, *Course Descriptions, Curriculum Development, Curriculum Evaluation, Curriculum Planning, Experimental Curriculum, *Instructional Innovation, Instructional Programs, Program Evaluation, *Public School Systems.

Identifiers—*Educational System for the Seventies, ES-70 Program.

This report contains a brief summary of 109 innovative instructional programs reported as underway or anticipated by 14 school districts participating in the Educational System for the Seventies (ES-70) program. The following information is provided in each program summary: (1) Title of program, (2) academic and vocational areas involved, (3) planning time and personal requirements, (4) number and grade level of students enrolled in the program, (5) name and address of resource person to contact for further information, and (6) a brief description of the program including objectives, progress, staffing, use of technological aids and resource materials, and evaluation results. A related document is EA 002 515. (JH)

ED 032 631

24

EA 002 515

An Educational System for the Seventies. Revised Edition. Interim Report.

Shelly (E.F.) and Co., New York, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-1037

Pub Date 26 Jun 69

Contract—OEC-1-7-071037-3596

Note—18p.

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—Curriculum Design, *Curriculum Development, *Curriculum Research, *Demonstration Programs, Educational Needs, Educational Objectives, Individualized Curriculum, Instructional Improvement, *Instructional Innovation, Instructional Technology, Learning Processes, Program Evaluation, Public School Systems, *Secondary Education, Staff Improvement.

Identifiers—*Educational System for the Seventies, ES-70 Program.

An Educational System for the Seventies, (ES-70) is a research and demonstration program involved with the development of an improved secondary school curriculum. The ES-70 program is designed to provide individualized, relevant, and economically feasible education for each student. The 19 participating local school districts, in cooperation with their respective State education departments, the U.S. Office of Education, and other interested organizations, are currently engaged in (1) staff development, (2) instructional management and career guidance, (3) school management, and (4) program evaluation. After examining the results of these research and demonstration activities and analyzing the experiences of the school districts involved, the ES-70 network will disseminate the findings for use by other educational systems across the nation. A related document is EA 002 514. (Author/JH)

ED 032 632

EA 002 516

Shapiro, Frieda S.

The Long-Term Adequacy of Public School Pension Plans.

Pub Date 18 Feb 69

Note—9p. Paper presented at the Annual Meeting of the Amer. Assn. of Sch. Administrators (101st, Atlantic City, N.J., Feb. 18, 1969).

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—College Teachers, *Economic Change, *Financial Needs, Government Employees, Guaranteed Income, *Public School Teachers, *State Legislation, *Teacher Retirement, Teacher Salaries.

A serious problem for retired teachers is the decreasing buying power of their retirement benefit. Older teachers who have been retired for 10 years or more face serious economic problems because of low salaries in the past, weak benefit formulas, lost service credit by teachers who moved from one State to another during their teaching careers, and, for teachers under social security, the availability of social security coverage only since 1950. Some States have adopted methods to cope with the impact of rising living costs on the retirement income of teachers. These include: (1) Special adjustments by State legislatures, (2) cost of living adjustments, (3) automatic percentage increases, (4) retirement benefit adjustments when salaries of active employees rise, (5) excess interest or earnings supplements, and (6) variable annuities. Although there has been progress in the past 10 years, a correcting mechanism is needed to provide for continuous adjustments in postretirement income to minimize the effects of inflation on the purchasing power of retired persons living on fixed incomes. (Author/MF)

ED 032 633

EA 002 517

Grade Organization Patterns. ERS Reporter.

American Association of School Administrators, Washington, D.C.; National Education Association, Washington, D.C.

Pub Date Nov 68

Note—25p.

Available from—Educational Research Service, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (1-5 copies free, additional \$0.25 each).

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Educational Trends, *Grade Organization, *Junior High Schools, *Middle Schools, *National Surveys, Public Schools, School Districts, School Policy.

Information regarding grade organization patterns in 449 of the 513 school districts enrolling 12,000 or more pupils is reported in this national survey, which repeated a similar survey made in 1963. Results show that the predominant plan is that which follows the 6-3-3 pattern. Of interest are the four percent rise in the 4-4-4 or 5-3-4 middle school plan and the six percent rise in the 6-2-4 plan since the 1963 study was completed. When instructional and grouping practices of the surveyed districts are considered, however, some of the middle schools in the data may not qualify as bona fide "middle schools." No real conclusion can be drawn from this study on the questions of whether the junior high school is on the way out or whether the middle school is on the march. (LN)

ED 032 634

EA 002 518

Stemnock, Suzanne K.

Developing Administrative Leadership. Educational Research Service Circular Number Six.

American Association of School Administrators, Washington, D.C.; National Education Association, Washington, D.C.

Pub Date Sep 68

Note—46p.

Available from—Educational Research Service, Box 5, NEA Building, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (Single copy \$1.50, quantity discounts).

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Administrative Personnel, Administrator Qualifications, *Administrator Selection, Data, *Internship Programs, *Leadership Training, Professional Training, Salaries, School Systems, *Teacher Promotion. School systems with enrollments over 12,000 which operate formal internship programs for potential administrators among their own employees were asked for a description and statistics of their program. Twenty-nine programs were chosen to represent the variety of practices which exist. Contained in each internship program description is information on: (1) Administration of the program, (2) qualifications for the posi-

tion, (3) selection process, (4) title, (5) areas of internship, (6) length, (7) salary, (8) year initiated, and (9) participation. Described in addition to the 29 individual reports are two group programs, one sponsored by the National Association of Secondary School Principals and the other by the Learning Institute at North Carolina. (MF)

ED 032 635

EA 002 519

Stemnock, Suzanne K.

Evaluating Administrative Performance. Educational Research Service Circular Number 7.

American Association of School Administrators, Washington, D.C.; National Education Association, Washington, D.C.

Pub Date Nov 68

Note—58p.

Available from—Educational Research Service, Box 5, NEA Building, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (Single copy \$1.50, quantity discounts).

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—*Administrative Personnel, *Administrator Evaluation, Administrator Qualifications, *Evaluation Techniques, Interpersonal Relationship, Personality, *Questionnaires, School Systems, Supervision, *Supervisors

Sixty-two school systems with formalized evaluating procedures for administrative and supervisory personnel are individually described in this study. Details of the evaluation procedures include the personnel evaluated, frequency of evaluation, methodology, notification of results, and appeal procedures. Evaluation forms of eight school systems and the questionnaire used in the study are included. Answers to "the purposes for which evaluations have actually been applied in your school system" are categorized and their frequency noted. The most commonly mentioned areas of evaluation are administration (organizing and managing ability), supervision (instruction and curriculum), relationships, personal qualities, and professional qualities. (MF)

ED 032 636

EA 002 520

School Expense in Fiscally Dependent School Systems Compared with Total City Expense, 1966-67. Educational Research Service Circular Number One.

American Association of School Administrators, Washington, D.C.; National Education Association, Washington, D.C.

Pub Date Jan 69

Note—10p.

Available from—Educational Research Service, Box 5, NEA Building, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (Single \$1.50, quantity discounts).

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Educational Finance, *Expenditures, *School District Spending, School Funds, *Tax Allocation, *Urban Schools

In this circular, school expenses are compared with the total expense for maintenance and operation of general governmental departments in 75 cities and towns of over 50,000 population that include school systems in city government costs. Data, tabulated by city, include: (1) Total payments for major functions; (2) total payments for schools; (3) cost per capita for major functions; (4) cost per capita for schools alone; and (5) percentage of total city expense allocated to schools. Annual data for 1962 through 1967 are also given, by population grouping, for the cost per capita for schools and the percentage of total city expense allocated to schools. (DE)

ED 032 637

EA 002 521

Stemnock, Suzanne K.

Middle Schools in Action. Educational Research Circular Number Two.

American Association of School Administrators, Washington, D.C.; National Education Association, Washington, D.C.

Pub Date Mar 69

Note—82p.

Available from—Educational Research Service, Box 5, NEA Building, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (Single copy \$2.00, quantity discounts).

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Ability Grouping, Administrative Organization, Bibliographies, *Class Organiza-

tion, Coccircular Activities, Flexible Scheduling, *Grade Organization, Guidance Counseling, *Middle Schools, *National Surveys, Principals, Questionnaires, School Buildings, School Size, *School Statistics, Teacher Aides, Teachers, Team Teaching

In 1965, queries sent by the Educational Research Service (ERS) to 461 school systems identified only 63 middle schools concentrated in 20 systems. Only 13 of these 20 systems enrolled more than 12,000 pupils. When school systems of similar size were again polled at the opening of the 1968-69 school year, 70 systems reported 235 middle schools. This growth in the number of middle schools in the past 4 years prompted this detailed report on the characteristics of each individual school. Information for each school includes: (1) Identification of the school system and the name of the school, (2) first year operated, (3) grades included, (4) number of students, (5) number of staff positions, (6) ability grouping, (7) instructional practices, (8) subjects taught by teams, (9) special subjects—both required and elective, and (10) activities. Special comments by principals of middle schools, an index to school systems with middle schools, a bibliography of 15 books and pamphlets and 26 articles, and a sample questionnaire are also included. (DE)

ED 032 638

08

EA 002 529

Tuckman, Bruce W.

A Study of Curriculums for Occupational Preparation and Education. (Scope Program: Phase I). Progress Report 3.

Rutgers, The State Univ., New Brunswick, N.J. Graduate School of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0334

Pub Date Apr 69

Grant—OEG-0-8-080334-3736-085

Note—30p.

EDRS Price MF-\$0.25 HC-\$1.60

Descriptors—Ability Grouping, *Behavioral Objectives, *Curriculum Development, *Curriculum Research, Curriculum Study Centers, Job Training, Relevance (Education), Secondary Schools, Student Needs, *Taxonomy, *Vocational Education

Identifiers—SCOPE, Study Curriculums Occupational Prep. and Educ.

The major objective of the Study of Curriculums for Occupational Preparation and Education (SCOPE) is to coordinate and contribute to national curriculum development at the secondary school level. SCOPE programs attempt to increase the relevance of high school education for the majority of students who must seek employment or further job training upon graduation. This progress report outlines recent accomplishments toward the initial phase project goals which include: (1) Establishing communication among the State-supported vocational curriculum development centers; and (2) developing a model for classifying educational objectives in terms of performance requirements and objectives rather than subject matter. The classification task required specification of behavioral objectives within the cognitive, affective, perceptual, and psychomotor domains. The appendix includes: (1) Definitions of classification model categories; (2) sample student performances for classification model categories; and (3) questions which will be used in the future SCOPE study on the effects of ability grouping in the public schools. Related documents are ED 027 438 and EA 002 491. (JH)

ED 032 639

24

EA 002 531

Dillingham, Harry C.

A Study of the Response of Cincinnati Voters to a Reduction in Elementary and Secondary Services.

Cincinnati Univ., Ohio.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-E-161

Pub Date Mar 69

Grant—OEG-0-8-070161-0011

Note—160p.

EDRS Price MF-\$0.75 HC-\$8.10

Descriptors—Community Attitudes, *Community Surveys, Extramural Athletic Programs, Kindergarten, Negro Attitudes, Parent Attitudes, *Public Opinion, Public Relations, *School Budget Elections, School Community Relation-

ship, *School Support, School Taxes, Social Factors, Statistical Analysis, Summer Programs, Tax Support, *Voting

Identifiers—*Cincinnati

The failure of a property tax levy, submitted to Cincinnati voters in November and December of 1966, resulted in an announced reduction within the school district's summer school, kindergarten, and interscholastic athletic programs. To determine the effect of this reduction on voter support for the schools, a stratified sample of 520 registered voters was interviewed in the fall of 1967. The actual vote in the 1966 elections and the intended vote in an upcoming levy election were compared for groups of respondents that varied in age, marital status, homeownership, children in or out of school, interest in athletics, religion, attitudes toward racial integration, income, education, and race. In general, the reduction of school services appeared to effect greater support (vote) changes among those respondents who were placed in a conflict situation by factors of cost and interest in the school system (e.g., property taxpayers with children attending school) than among those respondents whose vote did not involve conflict. Specific findings are presented in the document's 84 cross-tabulations and in the appended straight tabulations of all of the interview responses. (JH)

ED 032 640

EA 002 532

Allen, James E., Jr.

Strengthening Educational Research and Development.

Pub Date 17 Jul 69

Note—7p.; Remarks at Conference on American Education (Washington, D.C., July 17, 1969).

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—Educational Change, Educational Improvement, Educational Innovation, *Educational Research, *Evaluation Techniques, *Federal Programs, *Financial Support, *Information Dissemination

Lack of support, both in funds and in philosophic commitment, is responsible for the limited extent of educational research and development throughout the nation. More convincing results of educational research and more adequate dissemination of findings are needed to enable the educational community to use those findings as the basis for positive educational change. To assist in the improvement of educational research evaluation techniques and to stimulate constructive educational innovations and their applications in the nation's schools and colleges, a new planning, research, and evaluation activity has been initiated by the U.S. Office of Education. This new activity will consolidate the Bureau of Research, the Office of Program Planning and Evaluation, and the National Center for Educational Statistics and will be directed by a Deputy Assistant Secretary for Educational Planning, Research, and Evaluation. (JK)

ED 032 641

24

EA 002 533

Miller, Jack W.

Testing the Effectiveness of Classroom Maps.

Final Report.

George Peabody Coll. for Teachers, Nashville, Tenn.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-D-071

Pub Date May 69

Grant—OEG-4-8-070071-0014-057

Note—96p.

EDRS Price MF-\$0.50 HC-\$4.90

Descriptors—Analysis of Variance, *Classroom Materials, Comparative Testing, *Educational Experiments, Grade 4, Grade 5, Grade 6, *Maps, *Map Skills, Performance Tests, *Primary Grades, Testing Programs

This study tested four physical-political map layouts designed for pupils in grades 4-6. The project studied the effect of modifying traditional classroom and textbook maps on performance in map reading. The four map designs tested were the traditional map; a map using a unified legend, more elaborate symbols, and fewer type sizes and styles; a location map using two colors and simpler symbols; and a map using nonstandard and highly contrasting colors, extended grid lines, compass rose, and other innovations. The pupil performance tests indicated that for this class of students, a modification of traditional maps to include the use of a unified legend, a compass rose, prominent lines of latitude and longitude, and no

more than three type sizes or styles improves map reading ability. The use of different colors had indeterminate results. The study indicated that the superior map format would be proportionately beneficial to the middle grade student regardless of variables such as socioeconomic standing, I.Q., sex, and learning aptitude. [In Appendix B, Color Photographs of Maps, legibility of print is marginal and maps will not appear in color]. (LN)

ED 032 642 EA 002 537
Increasing the Effectiveness of Education Management. A Research Proposal.

Battelle Memorial Inst., Columbus, Ohio. Columbus Labs.; Ohio School Boards Association, Columbus.; School Management Inst., Inc., Columbus, Ohio.

Pub Date 20 Apr 68

Note—61p.

EDRS Price MF-\$0.50 HC-\$3.15

Descriptors—*Administrative Personnel, *Administrator Evaluation, Boards of Education, Collective Negotiation, Educational Planning, Followup Studies, *Management, *Management Education, Management Systems, Personnel Evaluation, Program Costs, Program Evaluation, Public Relations, *Research Proposals, School Community Relationship, School Districts, School Superintendents, Teacher Evaluation

A 3-year research program is proposed to develop improved methods for increasing the effectiveness of education management, including those functions of the board of education and the superintendent that deal with planning, organizing, communicating, and evaluating. The proposal lists 30 major problems confronting school boards and superintendents and outlines a series of eight projects: (1) surveying the public's educational preferences, (2) describing the educational program, (3) personnel negotiations, (4) evaluating teacher performance, (5) evaluating performance of administrative personnel, (6) stating and measuring the accomplishment of instructional objectives, (7) followup evaluation of graduates, and (8) administration. (JK)

ED 032 643 EA 002 541

Kramer, Louis I.
Principals and Grievance Procedures. Professional Negotiations Pamphlet Number Two.

National Association of Secondary School Principals, Washington, D.C.

Pub Date 69

Note—37p.

Available from—The National Association of Secondary School Principals, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (Single copy \$1.00, quantity discounts).

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Administrator Guides, *Administrator Role, Arbitration, *Collective Negotiation, *Grievance Procedures, Negotiation Agreements, *Principals, *Teacher Administrator Relationship, Teacher Associations

This pamphlet explains the sources and nature of grievances, what grievance procedures are intended to do, and methods available for the resolution of grievances. Specific guidelines are offered to aid principals in writing grievance clauses and establishing administrative procedures to deal with formal grievances. The appendix includes sample grievance procedure clauses. Related documents are EA 002 507 and EA 002 542. (JH)

ED 032 644 EA 002 542

Ackerly, Robert L. Johnson, W. Stanfield
Critical Issues in Negotiations Legislation. Professional Negotiations Pamphlet Number Three.

National Association of Secondary School Principals, Washington, D.C.

Pub Date 69

Note—40p.

Available from—The National Assn. of Secondary School Principals, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (Single copy \$1.00, quantity discounts).

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Administrator Role, Arbitration, *Collective Negotiation, Educational Policy, *Guidelines, Negotiation Impasses, *Principals, *State Legislation, *Teacher Associations, Teacher Strikes, Teacher Welfare

This pamphlet contains the National Association of Secondary School Principals' (NASSP) viewpoint on the following critical issues to be considered prior to drafting State negotiation legislation: (1) The role of the school principal in negotiation, (2) the preferred procedures for designation of the bargaining agent, (3) a statutory timetable for demands, (4) criteria for negotiable items, (5) procedures for negotiation, (6) procedures for impasse resolutions, and (7) the permissibility of strikes. The appendix includes a copy of Iowa Senate Bill 237 which closely approximates the NASSP criteria for desirable negotiation legislation. Related documents are EA 002 507 and EA 002 541. (JH)

ED 032 645 EA 002 543

Financial Status of the Public Schools, 1969.

National Education Association, Washington, D.C.

Pub Date 69

Note—74p.

Available from—National Education Association, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (Stock #511-15480, \$1.50).

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Capital Outlay (for Fixed Assets), College Attendance, College Faculty, *Educational Finance, *Enrollment Trends, Expenditure Per Student, Federal Aid, Income, *Instructional Staff, *Population Trends, Private Schools, *Public Schools, State Legislation, Students, Taxes, Teacher Education, Teacher Salaries, Teacher Supply and Demand

This report presents figures portraying the status of school finance for the 1968-69 school year, and outlines the trends that will have some impact on school finance in the near future. Among the areas discussed are population and enrollment trends, staffing of schools, expenditures on education, and revenue for educational purposes. The study's highlights included: (1) Births and birth rates declined, but total enrollment rose; (2) shortages of qualified teachers continued, but the percentage of teachers without a bachelor's degree declined; (3) teacher strikes and sanctions continued to grow; (4) central cities continued to lose resources while their expenditures increased; (5) State tax revenue increased more in 1968 than in any previous year primarily as a result of mounting property taxes. The outlook for 1970 is good, under pending State legislation on taxes and school funding, although it is partly clouded by inflation. Similar data for 1967-68 can be found in EA 002 481. (DE)

ED 032 646 08 EA 002 544

Super, Donald E. And Others

Floundering and Trial after High School. Horace

Mann-Lincoln Institute of School Experimentation; Career Pattern Study: Monograph IV.

Columbia Univ., New York, N.Y. Teachers College.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No—CRP-1393

Bureau No—BR-5-0065; CRP-1393

Pub Date 67

Note—334p.

EDRS Price MF-\$1.25 HC-\$16.80

Descriptors—Academic Achievement, Career Change, Career Choice, *Career Planning, *Careers, Community Involvement, *High School Graduates, Job Satisfaction, *Junior High School Students, *Longitudinal Studies, Occupational Aspiration, Parental Background, Peer Acceptance, Post Secondary Education, Vocational Adjustment, Vocational Followup, Work Experience

This monograph reports a 10 year followup study of approximately 200 junior high school boys to determine their transition from school to college and to work. The purpose of this monograph is to describe their careers and to analyze the possible determinants of their careers. All living subjects were located and 94 percent were contacted in person with coordinated interviews, questionnaires, and tests to bring the information about their family, educational, military, and work histories up to date. Predictor variables in this study consist of standard measures of intelligence, parental occupational level, school achievement and participation, community participation, peer acceptance, and level of vocational aspiration. In addition, measures were

taken to assess readiness for vocational planning. Criterion variables consist of measures of career and of occupational success or satisfaction, including vocational coping behaviors and measures of career development and occupational status up to or at age 25. (MF/Author)

ED 032 647 24 EA 002 553

Glaser, Robert

Evaluation of Instruction and Changing Educational Models.

California Univ., Los Angeles. Center for the Study of Evaluation; Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No—CSEIP-Occ-Rep-13; Reprint-46

Bureau No—BR-5-0253; BR-6-1646

Pub Date Sep 68

Contract—OEC-4-6-061646-1909; OEC-4-10-158

Note—28p.; From the Proceedings of the Symposium on Problems in the Evaluation of Instruction (Univ. of Calif., Los Angeles, December, 1967). Reprint.

EDRS Price MF-\$0.25 HC-\$1.50

Descriptors—Change Agents, Cognitive Development, Continuous Learning, *Educational Change, Educational Diagnosis, Educational Objectives, Educational Specifications, *Educational Theories, *Evaluation Needs, *Evaluation Techniques, Individualized Instruction, *Models

Changing educational practices require changes in our theories and techniques of evaluation. Three forces of change are: (1) The emphasis on cognitive development in the disciplines; (2) the continuity of education over the span of life; and (3) the adaptation of instruction to individual requirements. These influences dictate a form to which evaluative techniques must adapt. The specification of learning outcomes must be well defined in order to evaluate progress toward these goals. For long term projection, a diagnosis of a student's initial state is required. A key task is to determine measures of instructional alternatives to prescribe the most effective sequence of courses. Continuous assessment is necessary to aid in moving to higher and alternative levels. The interaction between individual differences and instructional practices must be known and measured. And finally, the instructional system must be capable of accumulating knowledge from which it can improve its own functioning and come closer to its expressed goals. (LN)

EDRS Price MF-\$0.25 HC-\$1.50

Descriptors—Change Agents, Cognitive Development, Continuous Learning, *Educational Change, Educational Diagnosis, Educational Objectives, Educational Specifications, *Educational Theories, *Evaluation Needs, *Evaluation Techniques, Individualized Instruction, *Models

Changing educational practices require changes in our theories and techniques of evaluation. Three forces of change are: (1) The emphasis on cognitive development in the disciplines; (2) the continuity of education over the span of life; and (3) the adaptation of instruction to individual requirements. These influences dictate a form to which evaluative techniques must adapt. The specification of learning outcomes must be well defined in order to evaluate progress toward these goals. For long term projection, a diagnosis of a student's initial state is required. A key task is to determine measures of instructional alternatives to prescribe the most effective sequence of courses. Continuous assessment is necessary to aid in moving to higher and alternative levels. The interaction between individual differences and instructional practices must be known and measured. And finally, the instructional system must be capable of accumulating knowledge from which it can improve its own functioning and come closer to its expressed goals. (LN)

ED 032 648 EA 002 555

Sirotnik, Kenneth

An Analysis of Variance Framework for Matrix Sampling.

California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No—CSE-R-52

Bureau No—BR-6-1646-52

Pub Date May 69

Contract—OEC-4-6-061646-1909

Note—59p.

EDRS Price MF-\$0.50 HC-\$3.05

Descriptors—*Analysis of Variance, Bibliographies, Literature Reviews, Psychometrics, Research Methodology, *Sampling, *Statistical Analysis

Significant cost savings can be achieved with the use of matrix sampling in estimating population parameters from psychometric data. The statistical design is intuitively simple, using the framework of the two-way classification analysis of variance technique. For example, the mean and variance are derived from the performance of a certain grade level of students on arithmetic fundamentals. From the matrix of students and proposed test problems in the cell determined by the test and grade level variables, random sampling from both categories will provide efficient estimates of the mean and variance. Formulations for finite and infinite populations are derived. This document reduces the theoretical complexities to readable form; it includes a short literature review, a description of the technique using examples, an extension of the technique to multiple matrix sampling, and a discussion of the negative variance estimate problem using multiple matrix sampling. (LN)

ED 032 649 24 EA 002 556

Gross, Neal And Others.

An Attempt to Implement a Major Educational Innovation: A Sociological Inquiry.

Harvard Univ., Cambridge, Mass. Center for Research and Development in Educational Differences.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—R-5

Bureau No.—BR-5-0215

Pub Date 68

Contract—OEC-5-10-239

Note—390p.

Available from—Publications Office, Longfellow Hall, Appian Way, Cambridge, Mass. 02138

EDRS Price MF-\$1.50 HC-\$19.60

Descriptors—Administrative Personnel, *Educational Change, *Educational Innovation, Educational Objectives, Elementary Schools, Lower Class, Negro Education, *Organizational Change, Organizational Climate, Questionnaires, *Teacher Behavior, Teacher Motivation, *Teacher Role, Urban Areas, Urban Schools

This study attempted to isolate factors that inhibit and facilitate the implementation phase of the process of planned organizational change. The study was made of an innovation—the radical redefinition of the role of the teacher—which was introduced into a small elementary school in a lower class urban area. Data collection procedures included nonparticipant observation, informal discussions, formal interviewing, systematic observations of classroom, and self-administered questionnaires. The implementation failed. The report concludes that the extension of theory with respect to the implementation of proposed organizational changes must take into account: (1) Staff resistance as a potential obstacle, (2) the clarity of an innovation, (3) members' capability to perform it, (4) the existence of necessary materials and resources, and (5) the compatibility of organizational conditions with the innovation. In addition, resistance to change may emerge after the introduction of an innovation and can vary over the period of time during which implementation efforts are made. Included are a review of the literature and a bibliography. (MF)

ED 032 650 24 EA 002 557

Schmuck, Richard A. Runkel, Philip J.

A Preliminary Manual for Organizational Training in Schools.

Oregon Univ., Eugene. Center for Advanced Study of Educational Administration.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-5-0217

Pub Date Oct 68

Contract—OEC-4-10-163

Note—72p.

EDRS Price MF-\$0.50 HC-\$3.70

Descriptors—*Decision Making, Educational Objectives, Experiments, Faculty, *Group Dynamics, *Interaction Process Analysis, Organizational Change, Organizational Climate, Participant Involvement, Problem Solving, Role Perception, School Administration, *School Organization, *School Personnel, Training

The special concern of this manual is the improvement of working relationships among the members of a school's administration, faculty, and staff. Studies have indicated that for complex problems offering many alternatives, decisions produced by group interaction are usually far superior to decisions produced solely by individuals. To achieve consensual decision-making, organizational development must take effect through some formal training. The exercises in this manual provide training in the use of group resources, the clarification of roles, organizational participation, problem-solving, improving meetings, and planning organizational training. A related document is EA 002 558. (LN)

ED 032 651 24 EA 002 558

Schmuck, Richard A. And Others.

Improving Organizational Problem-Solving in a School Faculty. A Preliminary Report.

Oregon Univ., Eugene. Center for Advanced Study of Educational Administration.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—P-1-2

Bureau No.—BR-5-0217

Pub Date 31 Jul 69

Contract—OEC-4-10-163

Note—36p.

EDRS Price MF-\$0.25 HC-\$1.90

Descriptors—*Communication Skills, Decision Making, Educational Innovation, *Faculty, Group Dynamics, Interaction Process Analysis, Interpersonal Relationship, *Junior High Schools, Laboratory Experiments, *Organizational Change, Participant Involvement, Principals, *Problem Solving, Public Schools, Role Perception, Training

This preliminary report discusses a study designed to test whether improved organizational problem solving could be produced in a school faculty by training in interpersonal communication skills. The training intervention, in a junior high school, used exercises designed to increase awareness of interpersonal and organizational processes. Rather than attempt to improve the personal development of individuals, the goal was to increase the effectiveness of the faculty as a working body. Issues that thwarted organizational functioning included: (1) Insufficient role clarity of the principal, vice principal, counselors, and department coordinators; (2) failure to draw on staff resources, especially between academic departments; and (3) low staff involvement and participation at meetings of committees, departments, and full faculty. Posttraining questionnaires pointed to favorable improvement. A related document is EA 002 557. (LN)

ED 032 652 24 EA 002 560

Lansky, Leonard And Others

The Effects of Human Relation Training on Diagnosing Skills and Planning for Change. A Technical Report.

Oregon Univ., Eugene. Center for Advanced Study of Educational Administration.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—Project-1-4

Bureau No.—BR-5-0217

Pub Date 31 Jul 69

Contract—OEC-4-10-163

Note—62p.

EDRS Price MF-\$0.50 HC-\$3.20

Descriptors—Administrative Change, *Administrative Personnel, Administrative Problems, Control Groups, Decision Making, Experimental Groups, *Group Dynamics, Human Relations, Hypothesis Testing, Laboratory Training, Leadership Styles, Measurement Instruments, Principals, *Problem Solving, *Role Perception, School Administration, School Systems, *Sensitivity Training

During the summer of 1965, an experimental group of 12 school administrators participated in sensitivity training sessions to measure the influence of the sessions on situations involving administrative change. The study tested: (1) Behavior of administrators in meetings in their school system; (2) behavior toward subordinates; (3) skill in diagnosing problems; (4) ability to see alternative strategies in diagnosing problems; and (5) influence on nonparticipants in their school systems. Measurement instruments compared this experimental group with a control group in discussion of issues in school, sensitivity to problems in staff and administrative meetings, interaction with subordinates, and organizing of subordinates. The study concluded that a one-shot laboratory training experience, conducted outside the context of the participants' organizational system, is not a very effective tool for initiating and maintaining significant behavior change in the back-home situation. (LN)

ED 032 653 24 EA 002 563

Daniels, Morris J.

A Study of the Transitional Adjustment of a Professional Group to Its Altered Role. Interim Report.

San Diego State Coll., Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-6-8758

Pub Date 26 Aug 69

Grant—OEG-4-7-068758-2978

Note—19p.

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors—Accountants, *Accounting, Bibliographies, Bureaucracy, *Certified Public Accountants, *Computer Oriented Programs, *Computers, Computer Science, Group Norms, *Organizational Change, Professional Recognition, Pyramid Organization, Role Conflict, Technological Advancement

This interim report discusses the adjustments auditing firms are making as a result of the advent of the computer. Data were obtained from (1) a review of the literature, (2) attendance at professional association meetings, and (3) a series of interviews with accountants. The findings to date indicate that the normative patterns governing the organization and division of labor have broken down due to the emergence of the computer as part of accounting systems. The traditional structure of accounting firms is a bureaucratic pyramid. Use of the computer reduces the necessary number of lower status positions, whereas middle level employment of specialists in computer technology has increased. The upper level auditors and the specialists have communication problems which place the traditional non-computer-trained auditors in a situation of conflict. Their pattern of role behavior has changed and informal norms have developed to meet the needs created by the computer audit. (Author/MF)

ED 032 654 24 EA 002 564

Havens, John F.

Description of Community Theatres in the United States. Final Report.

American Educational Theatre Association, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-6-8460

Pub Date Dec 68

Grant—OEG-1-7-068460-4295

Note—164p.

Available from—On loan from the ERIC Clearinghouse on Educational Administration, Univ. of Oregon, Eugene, Oregon 97403.

Document Not Available from EDRS.

Descriptors—Acting, Audiences, Auditoriums, *Community Organizations, Costs, *Directories, *National Surveys, Regional Programs, Stages, State Programs, *Theater Arts, *Theaters

This directory presents the findings of a national survey of community theatres. The following information is provided for each responding community theatre, listed alphabetically by State: (1) Name and address of theatre, (2) year activated, (3) name and address of contact individual, (4) affiliations with theatre organizations, (5) type of proprietorship and physical characteristics, (6) payment for staff services, (7) number and type of plays produced each season, (8) number of people normally involved in the productions, and (9) average audience attendance and ticket sales. The directory also includes a brief review of the major activities and services of existing regional and State theatre associations. (JH)

ED 032 655 24 EA 002 578

Corven, William A. Mikell, Eloise W.

Conference on Developing Education Guidelines Dealing with Critical Problems of Education (The Southeastern Education Conference, Fort Lauderdale, Florida, June 9-10, 1967). Final Report.

National Educational Associates for Research and Development, Fort Lauderdale, Fla.

Bureau No.—BR-7-D-064

Pub Date 30 Nov 67

Grant—OEG-1-7-070064-4277

Note—29p.

EDRS Price MF-\$0.25 HC-\$1.55

Descriptors—*Conference Reports, *Educational Innovation, *Educational Planning, *Educational Problems, Educational Research, *Guidelines, Information Dissemination, Institutes (Training Programs), Parent Education, Program Development

Some educators, at crucial points in the educational program, ignore innovation and too easily conform to standard educational patterns. To overcome this inertia, dissemination of improved ideas is necessary. Training should include administrators and school principals. To develop quality programs in the schools, research and development should establish priorities for the poor or culturally deprived, the education of new parents, employment of quality teachers, and quality program development for instructional television. A Commission on Crisis, which would be responsible for planning educational needs of the future, could aid school systems in their foreplanning. (LN)

ED 032 656 24 EA 002 580

Yarborough, William
Demonstration and Research Program for Teaching Young String Players. Final Report.
 Wisconsin State Univ., La Crosse.
 Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
 Bureau No.—BR-7-E-044
 Pub Date Mar 68
 Grant—OEG-3-7-070044-2936
 Note—44p.

EDRS Price MF-\$0.25 HC-\$2.30

Descriptors—*Demonstration Programs, Educational Innovation, Eye Hand Coordination, Instructional Programs, *Musical Instruments, *Music Education, *Music Reading, *Music Techniques, Teacher Background

This report explains a system for rapidly training beginning students in the technical aspects of playing a stringed instrument. The program also affords them a well-rounded, basic knowledge of music. A "numerical" method of notation and concentrated muscular exercises greatly speeded the technical learning process. The daily coordination of ear training, sight singing, chamber music, and a wide variety of selected standard music provided the basic musical knowledge. The first 3-week period involved 6 hours of study per day under master teachers in class and rehearsal sessions. The remainder of the year involved weekly private lessons under local string teachers. Progress was outstanding for all students and parental and student excitement proved to be high. During the first 3-week period, the students progressed the equivalent of 6 months to a year of study under ordinary conditions. Subsequent study under private teachers has proven proportionally rapid. A changeover from the numerical notation to the conventional notation was effected with no loss in speed of learning. (Author/DE)

ED 032 657 24 EA 002 591

Tweker, Paul A., Ed. **And Others**
Instructional Simulation: A Research Development and Dissemination Activity. Final Report.
 Oregon State System of Higher Education, Monmouth. Teaching Research Div.
 Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—R-88
 Bureau No.—BR-7-I-045
 Pub Date Feb 69
 Grant—OEG-1-7-0700-45-3879

Note—236p.

EDRS Price MF-\$1.00 HC-\$11.90

Descriptors—Behavioral Objectives, Bibliographies, Feedback, Guidelines, *Instructional Design, Learning Motivation, Learning Processes, Literature Reviews, Man Machine Systems, Measurement Techniques, *Models, Role Playing, *Simulated Environment, *Simulation, Simulators, Systems Approach, *Teaching Methods, Vocational Education

This report describes design techniques, areas of effective application, and research directions in educational simulations. The five chapters contain (1) a review of recent literature; (2) an overview of the field of simulation including definitions and some of the rationales for using simulation in instruction; (3) an outline of the design approaches of several major simulation centers and a model containing 13 specific guidelines for use in designing an instructional simulation system; (4) an analysis of the implications for education of simulation applications in the military, government, and industry; (5) examples of the application of simulation to several areas of vocational education; and (6) illustrations of the use of simulation as a measurement device for assessing educational progress and predicting complex human behavior. The appendix contains a list of some common independent and dependent variables in simulation games, four issues of the Instructional Simulation Newsletter, and a list of 11 suggested new directions for games and simulations. (JH)

ED 032 658 24 EA 002 592

Lanier, Vincent
Doctoral Research in Art Education.
 Oregon Univ., Eugene.
 Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
 Bureau No.—BR-7-I-026
 Pub Date 68
 Grant—OEG-1-7-071026-3507

Note—102p.

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Adult Education, *Art Education, Art Materials, College Curriculum, *Doctoral Theses, Elementary Education, History, *Indexes (Locators), *Measurement, Media Technology, Preschool Education, Secondary Education, *Subject Index Terms, Supervisors, Teacher Role, Theories

This report lists the titles of doctoral dissertations in art education alphabetically by author's name. The 656 titles are also identified by the institution awarding the degree and subject identification numbers. Tables outline the number of completed doctoral dissertations in each university listed in descending numerical order, the number of dissertations completed during the period 1931-1967, and number of dissertations in each of seven subject categories. The subject categories are (1) History and Theory in Art Education; (2) Measurement in Art Education; (3) Pre-School and Elementary Art Education; (4) Secondary Art Education; (5) Adult and College Art Education; (6) Specific Media in Art Education; and (7) The Teacher and Supervisor in Art Education. [Not available in hard copy due to marginal legibility of original document.] (MF)

ED 032 659 24 EA 002 616

Diem, Kenneth L. Henneby, Howard M.
Conservation Education Improvement. Final Report.

Wyoming Univ., Laramie.
 Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-6-1688
 Pub Date 12 Jul 69
 Contract—OEC-4-6-06188-0735

Note—414p.

EDRS Price MF-\$1.75 HC-\$20.80

Descriptors—Air Pollution Control, *Conservation Education, *Curriculum Guides, Educational Research, *Elementary Schools, Forestry, Human Resources, Instructional Improvement, *Instructional Materials, *Junior High Schools, Land Use, Natural Resources, Physical Environment, Soil Conservation, Student Projects, Teaching Guides, Water Resources, Wildlife Management

Identifiers—Wyoming
 In an attempt to improve the teaching of conservation in elementary and junior high schools, a set of integrated sequential core units was formulated and tested in five Wyoming school districts during the fall and early winter of 1968. Based on a total sample of 840 elementary students (38% usable response) and 960 junior high students (49% usable response), statistical analyses indicated that teachers' use of the guides and their classroom presentations were successful in stimulating student interest in conservation problems. With the exception of the unit for grade 6 on minerals and oil, which proved too difficult and will require rewriting, consistent student test performances in all school districts and in all other grades indicated that the materials are at an appropriate grade level of difficulty. Findings support the value of the sequential resource unit approach to both the teacher and the student. In addition to an introductory guide to Wyoming's natural resources and their management, complete curriculum core units for each grade are appended as follows: (1) Wildlife, (2) Water, (3) Soils, (4) Grassland, (5) Forests, (6) Minerals and Oil, (7) Pollution, (8) Human Resources, and (9) Environmental Usage. (JK)

ED 032 660 EC 001 882

Hess, Robert D. Torney, Judith V.
The Development of Political Attitudes in Children.

Pub Date 22 Dec 67
 Note—288p.
 Available from—Aldine Publishing Company, 320 West Adams Street, Chicago, Illinois 60606 (\$9.75).

Document Not Available from EDRS.

Descriptors—Citizen Participation, Citizen Role, Concept Formation, *Exceptional Child Research, Family Influence, Government Role, *Intelligence, Intelligence Differences, Knowledge Level, *Political Attitudes, Role Perception, *Social Class, Social Status, Student Attitudes

More than 17,000 children were interviewed or tested to investigate their political attitudes. Data relevant to social class and intelligence are as fol-

lows: compared to others, children of high intelligence acquired political attitudes earlier, saw the Supreme Court as a more powerful decision maker, perceived laws as less rigid, had more reservations about the competence of the government and had a sense of political efficacy, were more likely to be politically active, and were more willing to accept the possibility of change in the system. The amount of difference perceived between political parties and beliefs about their disagreements, perception of duty to vote, loyalty to the country, and interest in current events did not vary by social class or intelligence. Party choice was not related to social status until after grade 5; children with greater ability to abstract were more likely to perceive the government in institutional rather than personal terms; children from working class homes were more attached to the President than were others; and participation in political discussion and concern with political issues were more frequent in children of high IQ and social status. (RJ)

ED 032 661 EC 003 473

Hill, John P., Ed.
Minnesota Symposia on Child Psychology. Volume 1.

Minnesota Univ., Minneapolis. Inst. of Child Development.

Pub Date 67
 Note—239p.
 Available from—The University of Minnesota Press, 2037 University Avenue, S.E., Minneapolis, Minnesota 55414 (\$5.00).

Document Not Available from EDRS.

Descriptors—Autism, *Behavior Change, Behavior Problems, *Emotionally Disturbed, *Exceptional Child Research, Imitation, Language Development, Negative Reinforcement, Operant Conditioning, *Reinforcement, Schizophrenia, Social Reinforcement, Stimulus Generalization, Withdrawal Tendencies (Psychology)

Ten schizophrenic and autistic children who exhibited self destructive, tantrum, echolalic, and self stimulatory behaviors were treated by reinforcement therapy. Reinforcement withdrawal, in the form of interpersonal isolation contingent upon self-destruction, and electrical shocks served to extinguish these behaviors in some children. Reinforcement withdrawal contingent upon echolalic behavior, and reinforcement delivery, contingent upon appropriate speech, were found to decrease echolalic speech. Observations led to the conclusion that as an appropriate behavior was strengthened by reinforcement, self-stimulatory behavior decreased in strength. Children learned to seek contact with adults through shock avoidance training. Establishment of speech in previously mute children was accomplished through verbal imitation training; imitation was also used to facilitate the acquisition of complex social and preschool behaviors. Because of the problem of generalization to life outside the hospital, parents were taught to employ the training procedures in the child's day-to-day environment. (LE)

ED 032 662 EC 004 195

Mitchell, James D. Egerman, Karl
A Comparison of Physical Medicine Departments in Vocational vs. Physical Restoration Oriented Centers.

Pittsburgh Univ., Pa. Research and Training Center in Vocational Rehabilitation.
 Pub Date [67]
 Note—26p.

EDRS Price MF-\$0.25 HC-\$1.40

Descriptors—Administration, Administrative Personnel, *Exceptional Child Research, Geographic Location, Hospitals, Medical Assistants, Medical Schools, Medical Services, *Personnel Needs, Physically Handicapped, Professional Personnel, Recruitment, Salaries, Special Services, *Vocational Rehabilitation, *Vocational Training Centers

To compare the physical medicine departments of selected vocationally oriented rehabilitation centers with each other and with centers that are primarily oriented toward physical restoration, six facilities were studied. Conclusions were as follows: nearly all physical medicine departments have staffing problems; quality of service appears unrelated to the physical plant, institution age, or renown of the medical director; departments in urban areas affiliated with hospitals and medical schools appear to view the patient more from the

aspect of physical prognosis to the detriment of the client's vocational goals; counselors need more information about the comprehensive nature of vocationally oriented centers; a wider variety of disabilities may be found in university-related departments; the problem of aides or assistants is a recurrent one; vocationally oriented facilities are beginning to treat fewer physically involved clients; one center with below average wages has effective professional training and service programs which attract qualified personnel; and there is a critical need for an examination of provisions for professional staff benefits. (Author/RJ)

ED 032 663 EC 004 196

Lowenfeld, Berthold

Multihandicapped Blind and Deaf-Blind Children in California.

California State Dept. of Education, Sacramento. Div. of Special Schools and Services.

Pub Date May 68

Note—101p.

EDRS Price MF-\$0.50 HC-\$5.15

Descriptors—Blind, Counseling Services, Deaf Blind, Educational Programs, Emotionally Disturbed, Etiology, *Exceptional Child Research, *Incidence, Mentally Handicapped, *Multiply Handicapped, Out of School Youth, Physically Handicapped, Preschool Children, Psychoeducational Clinics, Residential Schools, Speech Handicapped, Visual Acuity, *Visually Handicapped

Identifiers—California

Data elicited by two questionnaires on the characteristics (numbers, nature, extent, and location) of the multihandicapped population under 21 years of age in California are presented. Based on replies by 613 programs (47% response) and estimated to include 80 to 90% of the state's multihandicapped blind children, statistics concern multihandicapped blind and deaf blind children, each in terms of the following categories: in school, in state hospital schools, not in school but of school age, and of preschool age. Further data treat severity and average number of handicaps as well as frequency of handicaps for 940 multihandicapped blind and 240 deaf blind children. (JD)

ED 032 664 EC 004 197

Housing for the Physically Impaired; A Guide for Planning and Design.

Department of Housing and Urban Development, Washington, D.C.

Pub Date Jan 68

Note—57p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.45).

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Architectural Programing, Building Design, Climate Control, Community Rooms, Corridors, *Design Needs, Doors, Equipment Storage, *Exceptional Child Services, Federal Aid, Food Handling Facilities, Incidence, Landscaping, Lighting, *Low Rent Housing, Older Adults, Parking Areas, *Physically Handicapped, Safety Equipment, Sanitary Facilities, Site Selection, Telephone Communication Systems

Identifiers—United States Housing Act of 1937

Problems involved in providing homes for independent living for the physically handicapped, health impaired, or older adults are considered. Basic concepts of low rent housing preface a discussion of neighborhoods and site selection, access, ramps, pedestrian walks, parking, landscaping, and lighting. Guides for building design focus on entrances, corridors, stairs, elevators, incinerator chutes, laundry facilities, general storage, and mailboxes. Specifications are suggested for living units including the living room, kitchen, bedroom, bathroom, and storage area; the design of windows, doors, hallways, floors, lighting and heating units, and custodial quarters, and the provision of telephones, televisions, an emergency signal system, and hot water are also treated. Recommendations are made for the following community areas: lounge, recreation room, kitchen, craft area, library, health clinic, washrooms, public telephones, drinking fountains, vending machines, and other areas. A bibliography lists 41 references. (RJ)

ED 032 665 40 EC 004 199

Swassing, R.H.

A Comparison List of Instruments Used in Evaluating Project Effectiveness of Title VI-A (ESEA) and PL 89-313 Activities. Final Report.

Kansas Univ., Lawrence. Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Education for the Handicapped.

Pub Date Mar 69

Note—9p.

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—Achievement Tests, Attitude Tests, Auditory Tests, Behavior Rating Scales, *Exceptional Child Research, *Handicapped Children, Intelligence Tests, Interest Tests, Maturity Tests, Perception Tests, Psycholinguistics, Psychological Tests, Psychomotor Skills, Speech Tests, *Tests, Vision Tests

Identifiers—Elementary and Secondary Education Act, Title VI-A, ESEA, Title VI-A, Public Law 89-313

To compile a list of evaluation instruments, the fiscal 1968 end-of-year reports of Elementary and Secondary Education Act Title VI-A activities from 50 states and six territories and a random selection of end-of-year reports of Public Law (PL) 89-313 activities were analyzed and compared for the instruments which had been used. Title VI-A activities involved 105 measuring devices; 20 were unpublished or local; 87 were unique to Title VI-A while 17% of the tests were in common with PL 89-313. PL 89-313 projects used 56 instruments; 13 were unpublished or local; 38 tests were peculiar to PL 89-313 while 33% of the tests were also used in Title VI-A projects. Conclusions were that in future evaluations, effort should be made to obtain copies of unpublished instruments that have been shown to have merit; a comprehensive list of tests and devices for the handicapped could be developed. An appendix includes the instruments used in the projects. (Author/RJ)

ED 032 666 EC 004 213

Tarnopol, Lester, Ed.

Learning Disabilities; Introduction to Educational and Medical Management.

Pub Date 69

Note—389p.

Available from—Charles C Thomas, Publisher, 301-27 East Lawrence Avenue, Springfield, Illinois 62703 (\$16.75).

Document Not Available from EDRS.

Descriptors—Auditory Perception, Behavior Problems, Clinical Diagnosis, Community Programs, Delinquency, Dyslexia, *Exceptional Child Education, *Identification, *Learning Disabilities, Medical Evaluation, Minimally Brain Injured, Parent Role, Program Administration, Psycholinguistics, Psychological Evaluation, Reading Instruction, Rehabilitation, Teaching Methods, Testing, Visual Perception

Designed to assist in the development or improvement of programs for children with learning disabilities, the text includes the following discussions: an introduction to children with these disabilities; a new look at learning disabilities; parent and professional relations; the national problem of learning disabilities; the role of the physician in early diagnosis and management; psychiatric disability and learning problems; rehabilitation and community programs; the psychologist and case finding; testing; auditory processes; visual perception and early education; a psychoeducational and physiological approach to the dyslexias; the Illinois Test of Psycholinguistic Abilities; a controversial view of reading; delinquency and learning disabilities; case finding, treatment, and the teacher; program administration; and Michigan's perceptual development program. Parent organizations are listed. (RJ)

ED 032 667 EC 004 215

Vetter, Harold J.

Language Behavior in Schizophrenia; Selected Readings in Research and Theory.

Pub Date 68

Note—189p.

Available from—Charles C Thomas, Publisher, 301-27 East Lawrence Avenue, Springfield, Illinois 62703 (\$9.75).

Document Not Available from EDRS.

Descriptors—Association (Psychological), Connected Discourse, *Emotionally Disturbed, *Exceptional Child Research, Figurative Lan-

guage, Identification, *Language Patterns, Language Usage, Minimally Brain Injured, Multilingualism, Paired Associate Learning, Reinforcement, Reliability, Research Reviews (Publications), *Schizophrenia, Stimulus Generalization, Symbolic Language, Testing, Thought Processes, Vocabulary

Fourteen papers discuss language behavior in schizophrenia. Provided are an introduction to the phenomena, by H. J. Vetter, and considerations of the following: problems posed by schizophrenic language, by M. Lorenz; the validity of clinical judgments of schizophrenic pathology based on verbal responses to intelligence test items, by N. F. Jones; and symbolic distortion in the vocabulary definitions of schizophrenics, by J. Richman. L. J. Chapman describes confusion of figurative and literal usages of words by schizophrenics and brain damaged patients; T. S. Eliseo discusses figurative and literal misinterpretations of words by process and reactive schizophrenics; and S. A. Mednick considers a learning theory approach to research in schizophrenia. Further papers are on associative inference in the verbal learning performance of schizophrenics and normals, by J. T. Spence and C. V. Lair; language theory and "opposite speech," by A. W. Staats; the use of contextual associates in the analysis of free speech, by J. Laffal; experimental manipulation of continuous speech in schizophrenic patients by K. Salzinger and others; a systematic examination of gibberish in a multilingual schizophrenic patient, by J. P. S. Robertson and S. J. Shamsie; the language of the voices, by F. Schaechter; and poesis and the language of schizophrenia, by D. V. Forrest. (JD)

ED 032 668 EC 004 222

1968 Summary Report; Implications for the Use of Television in Schools for the Deaf.

Tennessee Univ., Knoxville.

Pub Date 68

Note—47p.

EDRS Price MF-\$0.25 HC-\$2.45

Descriptors—*Audiovisual Aids, *Aurally Handicapped, Broadcast Industry, *Broadcast Reception Equipment, Closed Circuit Television, Copyrights, *Educational Television, Engineering Technicians, Engineering Technology, *Exceptional Child Services, Production Techniques, Program Planning, Special Schools, Televised Instruction, Video Tape Recordings

The report of a seminar for educators of the deaf on educational television considers sources of programs, copyright problems, cooperative agencies, and sources of financial support. A discussion of technology explores origination facilities and equipment, distribution systems, display systems and special considerations, videotape compatibility, the implications of color, and portable and special equipment. Descriptions of programs utilizing television are presented by the National Technical Institute for the Deaf, the Arkansas School for the Deaf, and the Tennessee School for the Deaf. Suggestions pertinent for program planning are included. (RJ)

ED 032 669 EC 004 228

Sensory Aids for the Blind.

National Academy of Sciences, National Research Council, Washington, D.C. Committee on Prosthetics Research and Development.

Spons Agency—Veterans Administration, Washington, D.C.

Pub Date Mar 67

Note—57p.

EDRS Price MF-\$0.25 HC-\$2.95

Descriptors—Artificial Speech, Auditory Perception, Braille, *Equipment Evaluation, *Exceptional Child Services, Information Services, Machine Translation, Mobility Aids, Reading, *Research Needs, *Sensory Aids, Speech Compression, Tactile Perception, *Visually Handicapped, Visually Handicapped Mobility, Visual Perception

The problems of providing sensory aids for the blind are presented and a report on the present status of aids discusses direct translation and recognition reading machines as well as mobility aids. Aspects of required research considered are the following: assessment of needs; vision, audition, taction, and multimodal communication; reading aids, including individual devices and service centers; and mobility aids. The evaluation of reading machines and mobility devices, the introduction or deployment of new devices or

techniques, and recommendations for a long range program are also considered. (RJ)

ED 032 670

EC 004 449

Mission: Possible.

Arizona State Univ., Tempe.

Pub Date 69

Note—114p.

EDRS Price MF-\$0.50 HC-\$5.80

Descriptors—Bibliographies, Bilingual Students, Disadvantaged Youth, *Educational Needs, *Educational Programs, Emotionally Disturbed, *Exceptional Child Education, Gifted, Individual Characteristics, Instructional Materials, Learning Disabilities, Mentally Handicapped, Physically Handicapped, Socially Maladjusted, Special Services, *Teaching Methods, Visually Handicapped

The following exceptionalities are described: emotional disturbance, social maladjustment, mental retardation, learning disabilities, bilingualism, physical handicaps, visual impairment, disadvantage, and giftedness. For each exceptionalality, a bibliography is given and teaching methods are suggested; further information is included for some exceptionalities. Sources of materials and Arizona agencies and referral services for the handicapped child are listed; professional expressions and terminology are defined; bibliographies are included of general materials, films, and periodicals. In addition, information is provided on the workshop itself. (JD)

ED 032 671

EC 004 451

Falk, Frank J.

Stuttering Learned and Unlearned.

Pub Date 69

Note—160p.

Available from—Charles C. Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703.

Document Not Available from EDRS.

Descriptors—Anxiety, *Behavior Change, Emotional Adjustment, Etiology, *Exceptional Child Education, Family Influence, Prevention, *Reinforcement, Speech Habits, *Speech Handicapped, Speech Improvement, Speech Therapy, *Stuttering

Written for all persons involved in the behavior of stuttering, the book presents factors associated with the onset of stuttering and a plan for alleviation. Stuttering is viewed as learned behavior; the production of normal and stuttered speech, that stuttering is nonhereditary and nonorganic, and the ways in which it is learned and why it is learned are discussed. The prevention of stuttering is considered from the aspects of decreasing nonfluency and decreasing reaction to nonfluency. Steps involved in the unlearning of stuttering based on the behavior modification plan are removing confusion and fear, breaking down the habit pattern, producing and reinforcing normal speech, minimizing nonfluency, and reintegrating personality. Questions concerning stuttering are included with answers to the problems. (RJ)

ED 032 672

EC 004 452

Anderson, Robert M., Ed. And Others

Instructional Resources for Teachers of the Culturally Disadvantaged and Exceptional.

Pub Date 69

Note—304p.

Available from—Charles C. Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703.

Document Not Available from EDRS.

Descriptors—*Annotated Bibliographies, Art, Driver Education, *Exceptional Child Education, Handicrafts, Health Education, Home Economics, Industrial Arts, *Instructional Materials, Language Arts, Mathematics, Music, Physical Education, Reading, Safety Education, Sciences, Sex Education, Social Studies, Spelling, Teaching Guides, Vocational Education

Designed as a reference for general educators, a resource book for teachers of the disadvantaged and exceptional, a textbook, a tool for administrators, and a resource for librarians, the book contains a list of instructional resources which the authors or experienced others had used with positive impression, plus recent materials. An introduction precedes the entries which are arranged by the following subjects: math; reading and English; listening and speaking; writing and typing; spelling; social studies; science; health, safety, and sex education; occupational education

and work study; driver education, physical education and motor learning; art; music; crafts; home arts; industrial arts; and curriculum. For each entry the title, author, type of material, interest level, source, difficulty, and a description are given. Lists of references and of publishers are included. (RJ)

ED 032 673

EC 004 454

A Resource Guide in Sex Education for the Mentally Retarded.

American Association for Health, Physical Education and Recreation, Washington, D.C.; Sex Information and Education Council of United States, New York, N.Y.

Note—86p.

Available from—Director, Project on Recreation and Fitness for the Mentally Retarded, AAHPER, 1201 16th Street, N.W., Washington, D.C. 20036.

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Audiovisual Aids, Body Image, Books, Child Care, *Curriculum Guides, Dating (Social), *Exceptional Child Education, *Instructional Materials, Marriage, *Mentally Handicapped, Peer Relationship, Physical Characteristics, Pregnancy, Program Planning, Role Perception, Sex (Characteristics), *Sex Education, Sexuality, Social Relations, Social Responsibility

A rationale for sex education introduces a curriculum guide which includes suggested steps for developing programs with the retarded and which is organized into curriculum content, sample activities, and resource material. Expanded in outline form are these topics: awareness of self, physical changes and understanding of self, peer relationships, and responsibility to society. The resource section lists printed materials, audiovisual aids, and packets, indicates their pertinence to one or more of the topics, and gives the level of difficulty. A form for evaluating the publication is included. (RJ)

ED 032 674

EC 004 455

Clark, Leslie L., Ed.

The Research Bulletin, No. 19, June, 1969.

American Foundation for the Blind, New York, N.Y.

Pub Date Jun 69

Note—248p.

EDRS Price MF-\$1.00 HC-\$12.50

Descriptors—Auditory Perception, *Aurally Handicapped, Behavior Patterns, Blind, Braille, Closed Circuit Television, Deaf, Deaf Blind, Educational Technology, *Exceptional Child Research, Eye Fixations, Hearing Loss, Incidence, Medical Research, Mentally Handicapped, *Multiply Handicapped, Partially Sighted, Perception, Sensory Aids, Tactual Perception, *Visually Handicapped, Visually Handicapped Mobility

Articles report surveys and research studies as well as describe systems in educational technology. Areas treated include the following: multihandicapped blind and deaf blind children in California, by B. Lowenfeld; modern trends in mobility, by J.A. Leonard; factors in the definition of deafness as they relate to incidence and prevalence, by J. D. Schein; trachoma, by G.H. Werner and others; and learning eye fixation without visual feedback, by B.L. Toonen and J.P. Wilson. Also considered are the effect of signal strength on reaction times to auditory signals in noise, by D. Liddle; a closed circuit television system for the visually handicapped, by S.M. Genensky and others; devices for communication through tactile perception, by J.C. Bliss and H.D. Crane; and altered levels of consciousness in blind retarded children, by A.C. Stone. Current research notes are provided along with information on autobraille, the automated braille system. (JD)

ED 032 675

EC 004 456

Laycock, S.R. Findlay, J.A.

Study of Educational Provisions for and Needs of Emotionally Disturbed Children in the Elementary and Secondary Schools of British Columbia.

Educational Research Inst. of British Columbia, Vancouver, Canada.

Pub Date [68]

Note—265p.

Available from—The Educational Research Institute of British Columbia, 302 Board of Trade Tower, 1177 West Hastings Street, Vancouver 1, B.C. (\$4.00).

Document Not Available from EDRS.

Descriptors—Ancillary Services, Educational Finance, *Educational Needs, Educational Objectives, Educational Policy, *Educational Programs, *Emotionally Disturbed, *Exceptional Child Research, Identification, Incidence, Professional Education, Program Administration, *Program Evaluation, Program Planning, School Personnel, School Responsibility, Special Services, Statistical Surveys, Student Placement

Identifiers—British Columbia, Canada

Responses of all 54 district superintendents of schools in British Columbia to a 40-item questionnaire on educational provisions for emotionally disturbed children are reported along with the results of interviews and visits. Discussion and recommendations concern the following areas in education for the emotionally disturbed: general educational policy, incidence, general and specific educational objectives, identification, administrative and educational provisions, training of specialized school personnel, possible ways of providing for children in rural and suburban areas, financing special services, and the school's responsibility in preventing emotional disturbance. The background, limits, and methods of the study are described; data on programs outside British Columbia and a review of the literature are provided. (JD)

ED 032 676

EC 004 458

Report of Citizens' Committee, Region I: Ohio Comprehensive Statewide Planning for Vocational Rehabilitation. July 1, 1966 to June 30, 1968.

Governor's Council on Vocational Rehabilitation, Toledo, Ohio.

Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date 68

Note—165p.

EDRS Price MF-\$0.75 HC-\$8.35

Descriptors—Alcoholism, Criminals, Drug Addiction, Emotionally Disturbed, *Exceptional Child Services, Interagency Coordination, Manpower Needs, Mentally Handicapped, Physically Handicapped, *Program Evaluation, *Program Planning, Regional Planning, Rehabilitation Centers, Sheltered Workshops, Socially Maladjusted, *State Programs, *Vocational Rehabilitation

Identifiers—Ohio

The work of six citizen task forces in comprehensive planning for vocational rehabilitation in one region in Ohio is described. Their combined findings are summarized and recommendations presented in the areas of facilities and programs, personnel, coordination, public information, and finance. The regional study plan is defined in terms of its general structure and of the study plans of the individual task forces on physical, mental, and social disabilities, manpower, interagency coordination, and facilities and workshops. Findings of each of the six task forces are reviewed along with general supportive data and the master plan for implementation, coordination, and continued planning. Additional information on the individual task forces is appended; 12 descriptive tables are also provided. (JD)

ED 032 677

EC 004 459

Final Report of the Governor's Council: Ohio Comprehensive Statewide Planning for Vocational Rehabilitation Services.

Ohio Dept. of Public Welfare, Columbus. Bureau of Services for the Blind; Ohio State Board of Education, Columbus.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date 1 Sep 68

Note—477p.

EDRS Price MF-\$1.75 HC-\$23.95

Descriptors—Administrative Agencies, Administrative Organization, *Exceptional Child Services, Facilities, Handicapped, Incidence, Interagency Coordination, *Program Administration, *Program Planning, Rehabilitation Programs, State Agencies, *State Programs, State Surveys, *Vocational Rehabilitation

Identifiers—Ohio

The Ohio comprehensive statewide study of vocational rehabilitation is reported. Attention is given to the study's philosophy and development as well as to Ohio's rehabilitation needs, program potential, variables affecting programs, and criteria for establishing priorities. Recommendations

tions reviewed regard the state's Rehabilitation Services Commission, service and facility network, information network, organizational support, program planning committee, and legislation and finance committee. Further recommendations treat establishment of conditions to facilitate delivery of services, provision of services, disabilities of clients needing services, and categories of services. Supportive data concerning the study setting, Ohioans in need of services, and assessment of state agencies are cited; the study procedure is detailed in terms of organizational structure, purpose and design, interstate and state research components, study activities, public relations, time table and critical path, and implementation. (JD)

ED 032 678

EC 004 460

Engberg, Eugene. *And Others*
Rehabilitation and Care of the Handicapped.

Pub Date 67

Note—84p.

Available from—International Relations Division, Ministries of Labour and Social Affairs, Copenhagen, Denmark.

Document Not Available from EDRS.

Descriptors—Adjustment (to Environment), Administration, Aurally Handicapped, *Educational Programs, Employment Services, Epilepsy, *Exceptional Child Services, Health Insurance, Health Services, Historical Reviews, Housing, Learning Disabilities, Legislation, Mentally Handicapped, *National Programs, Physically Handicapped, *Rehabilitation, Social Welfare, Visually Handicapped, *Vocational Rehabilitation

Identifiers—Denmark

An overview of services to help the handicapped is given in light of the characteristics of social conditions and social development in Denmark, and the history of rehabilitative care is examined. Information is given on the following areas: legislative, organization and financing; the national health service; the general education of handicapped children; vocational guidance, vocational assessment, physical and industrial rehabilitation, vocational training, and retraining; employment services; activities of daily living and the handicapped person's adjustment to these conditions; types of housing; financial benefits to the handicapped and their family members; the care of the blind and partially sighted; the care of the deaf; the care of the hard of hearing; the care of persons suffering from defective speech and wordblindness; the care of epileptics; the care of the mentally retarded; and the care of the crippled. A list of agencies in Denmark and a selected bibliography of publications in English are included. (WW)

ED 032 679

EC 004 461

Myers, Lowell J.
The Law and the Deaf.

Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date 68

Note—236p.

EDRS Price MF-\$0.75 HC-\$11.90

Descriptors—Accidents, *Aurally Handicapped, Civil Rights, Contracts, Court Cases, *Court Litigation, Crime, Deaf, Deaf Interpreting, Federal Laws, *Laws, Lawyers, Legal Aid, *Legal Problems, Legal Responsibility, State Laws

Intended for the professional workers with the deaf as well as for members of the legal profession, the text considers problems, including interpretation, that the deaf may have in cooperating with the legal system. Specific areas of legal concern covered include the following: contracts and relationships, injuries and accidents, criminal offenses, and governmental and administrative matters. (JD)

ED 032 680

EC 004 462

Bowley, Agatha H. Gardner, Leslie

The Young Handicapped Child: Educational Guidance for the Young Cerebral Palsied, Deaf, Blind, and Autistic Child.

Pub Date 69

Note—167p.

Available from—E. & S. Livingstone Ltd., London, England.

Document Not Available from EDRS.

Descriptors—Adjustment (to Environment), *Aurally Handicapped, *Autism, Blind, *Cerebral Palsy, Clinical Diagnosis, Educational Needs,

Emotionally Disturbed, Etiology, *Exceptional Child Education, Family Problems, Identification, Incidence, Language Development, Neurologically Handicapped, Partially Sighted, Reinforcement, Residential Care, Teaching Methods, *Visually Handicapped

The different classes of handicaps, the size of the problem, the causes, and the principles and methods of psychological and educational care concerning children with partial and total blindness, cerebral palsy, deafness, or autism are discussed. Concepts treated include incidence, etiology, diagnosis, learning difficulties, social and emotional development, family attitudes and problems, and teaching methods. Also considered are occupational therapy and day versus residential schools for the cerebral palsied, language development and training of the hearing impaired, residential care for the blind, and operant conditioning with the autistic. Lists of organizations, literature, and references are provided. (RJ)

ED 032 681

EC 004 463

Newman, Parley W.
Opportunities in Speech Pathology.

Pub Date 68

Note—112p.

Available from—Universal Publishing and Distributing Corporation, 235 East 45th Street, New York, New York 10017 (\$2.95).

Document Not Available from EDRS.

Descriptors—Aphasia, Articulation (Speech), *Career Opportunities, Careers, Certification, *Exceptional Child Services, Fellowships, *Financial Support, Grants, Professional Associations, Professional Education, Professional Personnel, Professional Services, Retarded Speech Development, Salaries, *Speech Handicapped, *Speech Pathology, Standards, Stuttering, Voice Disorders

The importance of speech is discussed and speech pathology is described. Types of communication disorders considered are articulation disorders, aphasia, facial deformity, hearing loss, stuttering, delayed speech, voice disorders, and cerebral palsy; examples of five disorders are given. Speech pathology is investigated from these aspects: the services and activities performed; the salaries, demands, and advantages and disadvantages; the development of the profession; educational preparation including sources of financial aid; and requirements and job seeking. The American Speech and Hearing Association (ASHA) and related organizations are discussed. Also provided are a list of training programs in speech pathology, a bibliography, the ASHA code of ethics, and the ASHA certification requirements. (RJ)

ED 032 682

EC 004 464

The Governor's Commission on Employment of Handicapped Persons.

Governor's Commission on Employment of Handicapped Persons, St. Paul, Minn.

Pub Date 68

Note—32p.

EDRS Price MF-\$0.25 HC-\$1.70

Descriptors—Community Organizations, Design Needs, Employers, *Employment Programs, *Handicapped, Interagency Coordination, Labor Unions, Legislation, Medical Associations, Mental Health, *Program Planning, Publicize, *State Programs, *Vocational Rehabilitation

Identifiers—Minnesota

The report includes summaries of the Commission's activities by the executive secretary, the vice chairman, and chairmen of the following committees: public information, labor, employers, interagency, legislative, mental health, medical, women's, architectural barriers, community organizations, veterans, and awards. Members of the Commission, its staff, and all the committees are listed; the role of the state employment service is discussed; and the chairman's letter of transmittal to the governor is included. (JD)

ED 032 683

40

EC 004 465

Bulgarella, Rosaria A.

Facilitation of Cognitive Development Among Children with Learning Deficits: The Inducement of Number Readiness in Retardates: Study I, Conservation Training. Interim Report.

Michigan State Univ., East Lansing.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No—BR-8-0054

Pub Date Jul 69

Grant—OEG-0-8-080054-2694-032

Note—57p.

EDRS Price MF-\$0.25 HC-\$2.95

Descriptors—Cognitive Development, Concept Formation, *Conservation (Concept), Educable Mentally Handicapped, *Exceptional Child Research, Intelligence Level, Learning Processes, *Mentally Handicapped, Testing, *Training, Transfer of Training

Fifty educable retarded children who were determined to be nonconservers by means of three conservation pretests (discontinuous quantity, correspondence, and continuous quantity) were randomly assigned to one of five treatment groups (discontinuous quantity training, correspondence training, continuous quantity training, control, and control language groups). The four hypotheses were as follows: it is possible to train retardates to conserve quantity; one form of conservation training transfers to other forms of conservation; performance on conservation tests is related to mental age; and discontinuous quantity conservation appears before continuous quantity conservation. In general, the results of the posttests were consistent with the four hypothesis. Testing and training procedures are appended. (Author)

ED 032 684

EC 004 467

Schwartz, Benjamin

Handicapped Workers Provisions in Union-Management Agreements.

New York State Dept. of Labor, Albany. Research and Statistics Office.

Pub Date Sep 68

Note—33p.

EDRS Price MF-\$0.25 HC-\$1.75

Descriptors—Employment Patterns, *Employment Practices, *Handicapped, Labor Conditions, Laborers, Labor Unions, *Negotiation Agreements, *Vocational Rehabilitation

Identifiers—New York

Methods and procedures provided by 1,614 collective bargaining agreements to accommodate handicapped workers in New York State are described. Handicapped veteran clauses are considered; also considered are the prevalence and content of handicapped worker clauses, including transfers provided for in general terms, transfers subject to seniority provision, transfers without regard to seniority, preference for filling light work jobs, and adjustments in wages on present jobs. Appendixes present the Reemployment Rights Section of the Universal Military Training and Service Act, a nine-item bibliography, and six tables concerning the prevalence of handicapped worker provisions by industry, type of agreement, area, and national union. (JD)

ED 032 685

EC 004 480

Adler, Edna P., Ed.

Journal of Rehabilitation of the Deaf: Deafness; Research and Professional Training Programs on Deafness Sponsored by the Department of Health, Education, and Welfare.

Professional Rehabilitation Workers with the Adult Deaf, Knoxville, Tenn.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date Mar 69

Note—243p.

EDRS Price MF-\$1.00 HC-\$12.25

Descriptors—Agencies, Audition (Physiology), *Aurally Handicapped, Deaf, Deaf Blind, Demonstration Projects, Directories, *Exceptional Child Research, *Federal Aid, Grants, Instructional Materials, Medical Research, Professional Education, *Professional Training, Rehabilitation Programs, Research Directors, *Research Projects, Teacher Education

Identifiers—Department of Health, Education, and Welfare, DHEW

Research and professional training programs on deafness sponsored by the Department of Health, Education, and Welfare are introduced and detailed in chart form. The programs are listed according to the Department agencies responsible, including the following divisions of the Social and Rehabilitation Service: the Rehabilitation Services Administration, the Center for Research and Advanced Training in Deafness, the International Program, and the Children's Bureau. Also listed are programs of the Bureau of Education for the Handicapped within the U.S. Office of Education and of the National Institute of Neurological Diseases and Blindness. (JD)

ED 032 686

EC 004 481

Sinnett, Ray D. Prehm, Herbert J.
Learning and Retention: A Comparison of Three Methodologies with Mentally Retarded and Normal Children.

Oregon Univ., Eugene. School of Education.
 Spans Agency—Office of Education (DHEW),
 Washington, D.C. Bureau of Research.

Bureau No.—BR-7-103

Pub Date Apr 69

Grant—OEG-9-8-071103-0115-010

Note—60p.

EDRS Price MF-\$0.50 HC-\$3.10

Descriptors—Educable Mentally Handicapped, *Educational Methods, *Exceptional Child Research, Intelligence Differences, *Learning, Learning Characteristics, Learning Processes, *Mentally Handicapped, Paired Associate Learning, Recall (Psychological), Retention, Rote Learning

Rote learning and retention performance was studied as a function of method used in original learning and as a function of intellectual level. Sixty educable mentally retarded and 60 mentally normal junior high school students were randomly selected and assigned to one of three treatment groups, each learning to a different criterion, for each intellectual category in order to learn a paired associate task. Retention was assessed by immediate recall scores, 24 hour recall scores, and relearning scores following the 24 hour interval. A 2x3 complete factorial analysis of covariance was performed for the following dependent variables: original learning; relearning; and 24 hour recall. Immediate recall was assessed utilizing a 2x3 complete analysis of the variance procedure. The results of the investigation indicated inferior learning performance and a 24 hour retention deficit for retarded subjects; and amelioration by overlearning of retention deficits in the retarded subjects. In addition, the results in the area of rote learning and retention comparing mentally retarded and normal subjects were found to be method dependent. (Author/JD)

ED 032 687

EC 004 482

Perspectives on Human Deprivation: Biological, Psychological, and Social.

National Inst. of Child Health and Human Development, Bethesda, Md.; Public Health Service (DHEW), Washington, D.C.

Pub Date 68

Note—329p.

EDRS Price MF-\$1.25 HC-\$16.55

Descriptors—Behavior Development, Biological Influences, Cognitive Development, Cultural Disadvantage, *Disadvantaged Youth, Emotional Development, *Environmental Influences, *Exceptional Child Research, *Human Development, Infants, Language Development, Maturation, Motor Development, Personality Development, Prenatal Influences, Psychological Needs, *Research Reviews (Publications), Social Development, Social Factors, Social Structure

The work of four task forces on human deprivation is reported. Aspects of deprivation treated include psychosocial deprivation and personality development; influences of biological, psychological, and social deprivations upon learning and performance; socialization and social structure; and biological substrates of development and behavior. For each aspect, research is reviewed and suggestions are made for future research. Also provided is a synthesis of a 2-day conference on research policy for psychosocial deprivation which concerned itself with the areas mentioned above. (JD)

ED 032 688

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EC 004 484

Individual Learning Disabilities Program: Pilot Incidence Study, Volumes I, II, and III. Technical Report.

Rocky Mountain Educational Lab., Inc., Greeley, Colo.

Spans Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-6-2828

Pub Date Aug 69

Contract—OEC-4-7-062828-30-63

Note—131p.

EDRS Price MF-\$0.75 HC-\$6.65

Descriptors—Behavior Patterns, Behavior Rating Scales, Clinical Diagnosis, Educational Testing, Evaluation Methods, *Exceptional Child Research, Identification, *Incidence, Individual Characteristics, *Learning Disabilities, Medical

Evaluation, Psychological Testing, *Rating Scales, Screening Tests, Test Reliability

Identifiers—Classroom Screening Instrument, CSI
 Three levels of screening procedures were used to identify the incidence and nature of learning disabilities. The first level involved the application by classroom teachers of the Classroom Screening Instrument (CSI), especially developed for the study, and of other measures; the second level involved psychoeducational differential diagnosis by qualified testers; and the third, medical examinations by appropriate personnel. Screening of 2,400 second grade children at level 1 resulted in identification of 361 for level 2 screening, of whom 134 were selected for level 3 screening. Results indicated that classroom teachers could use the CSI with accuracy to identify children with varied learning problems. The study further indicated approximate incidences of 4.7% for severe learning disabilities and 6% for less severe learning disabilities. A technical report is given in volume 1; descriptive data and statistical analysis are provided in volumes 2 and 3, respectively. (JD)

ED 032 689

EC 004 485

Doyle, F.W.

Laws and Regulations Relating to Education and Health Services for Exceptional Children in California.

California State Dept. of Education, Sacramento.
 Spans Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 69

Note—256p.

EDRS Price MF-\$1.00 HC-\$12.90

Descriptors—Administrative Organization, Adult Education, Educational Finance, *Educational Legislation, Educational Programs, *Exceptional Child Services, Federal Legislation, Handicapped Children, *Health Services, Legal Responsibility, *Legislation, Special Schools, State Departments of Education, State Legislation, *State Programs, Student Transportation, Superintendent Role, Teacher Certification

Identifiers—California
 A compilation of laws and regulations pertaining to the provisions of education for exceptional children includes measures passed in the following areas: general provisions and organizational structure of the public school system; the educational program and personnel; property, transportation, and finance; and educational institutions, libraries, and miscellaneous provisions. Contents also include the provisions of government code relations, health and safety codes, and the welfare and institutions code; the California Administrative Code, Title 5, Education, and the California Administrative Code, Title 17, Public Health are also given. (WW)

ED 032 690

EC 004 489

Torrance, E. Paul

Gifted Children in the Classroom.

Pub Date 65

Note—102p.

Available from—The MacMillan Company, 866 Third Avenue, New York, New York 10022.

Document Not Available from EDRS.

Descriptors—Creative Ability, Creative Reading, *Creativity, Curriculum Development, Early Childhood Education, Educational Objectives, Educational Philosophy, *Exceptional Child Education, *Gifted, Grouping (Instructional Purposes), Identification, Intellectual Development, Intelligence, Kindergarten Children, Motivation, Research Skills, Teacher Improvement, *Teaching Methods

Highlighting some of the newer understandings about the nature of giftedness, the goals of educating gifted children, problems of identification and motivation, and development of giftedness during the preschool years, chapters are devoted to the development of creative readers and to the teaching of research concepts and skills. The final chapter includes a challenge to teachers of gifted children to search for their own unique ways of teaching, and offers some suggestions to facilitate the process of becoming an effective teacher of gifted children. (Author/WW)

ED 032 691

EC 004 490

Rosenzweig, Louis E. Long, Julia

Understanding and Teaching the Dependent Retarded Child.

Pub Date 68

Note—185p.

Available from—Teachers Publishing Corporation, 223 Leroy Avenue, Darien, Connecticut 06820.

Document Not Available from EDRS.

Descriptors—Admission Criteria, Art Activities, Audiovisual Aids, Basic Skills, Educational Equipment, Educational Objectives, Educational Planning, *Exceptional Child Education, *Instructional Materials, Interpersonal Competence, Job Skills, *Learning Activities, *Mentally Handicapped, Motor Development, Self Care Skills, Skill Development, *Teaching Methods, Trainable Mentally Handicapped

Levels of mental retardation and school admission procedures for the dependent retarded (IQ's 30 to 50) are reviewed. Goals for all retarded and the application of goals to the dependent retarded are considered. Plans and procedures for both teacher and child activities along with suggestions for audiovisual and other materials are provided in the areas of leisure time activities and holidays as well as self help, social, motor, academic, and vocational skills. Also included are specifications for classroom organization and planning for instruction, and a list of songs, singing games, books, records, and teacher prepared materials. (JD)

ED 032 692

EC 004 491

Fink, Lawrence A.

Honors Teaching in American History.

Pub Date Sep 69

Note—65p.

Available from—Teachers College Press, Teachers College, Columbia University, New York, New York 10027 (\$4.25).

Document Not Available from EDRS.

Descriptors—Academic Achievement, *American History, Bibliographies, Course Content, Course Organization, *Exceptional Child Education, *Gifted, Grading, *Honors Classes, Instructional Innovation, Instructional Materials, Program Evaluation, Reading Assignments, Secondary School Students, Self Actualization, Student Evaluation, Student Interests, Teaching Methods

A discussion of the challenge and promise of honors courses precedes an examination of an American History honors class composed of 24 high school juniors and seniors selected by one or more sets of criteria. The students came from well educated parents who raised comparatively small families, 13 were either first born or only children, and all participated in some extra-curricular activity. The author/teacher provided opportunities for deviation from the usual textbook/test methods through block reading assignments, use of primary sources, interpretive materials, and additional reading. Students took turns in leading discussions of the readings; written assignments were made which required evaluation, documentation, and use of the historical method. Critical analysis was encouraged. Students were evaluated on the basis of their performances in leading and participating in discussions, their written work, and a minimum number of tests. The majority of students consistently earned grades in the 80's and 90's. The author evaluated the experience favorably, and students indicated enthusiasm and approval even though the course was more demanding of their time and efforts. Implications of this course are presented for teachers, administrators, libraries, teacher-training institutions, and college courses. An appendix contains a list of basic reading material required of all students. (RJ)

ED 032 693

EC 004 493

Ashlock, Patrick

Teaching Reading to Individuals with Learning Difficulties.

Pub Date 28 Aug 69

Note—195p.

Available from—Charles C. Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 (\$10.75).

Document Not Available from EDRS.

Descriptors—Administration, Bibliographies, *Dyslexia, Educational Therapy, *Exceptional Child Education, Historical Reviews, Instructional Materials, Intelligence Tests, *Learning Disabilities, Perception Tests, Program Planning, *Reading Instruction, Reading Tests, Remedial Reading, Teaching Methods, Tests
 Intended to encompass individuals in need of special treatment, teachers, and areas of knowledge relevant to either or both groups, the

text discusses the following subjects: the nature of reading; the nature of learning difficulties; the development of reading instruction in the United States; the development of instruction for children with learning difficulties in the United States; and educational therapy for persons with reading problems. Also considered are instructional approaches and materials for the reading disabled and the organization, implementation, and administration of reading programs. Sources of professional information for teachers of those with reading difficulties and a list of publishers' addresses are included. Wineva M. Grzykiewicz and Richard L. Dervin author three chapters. (RJ)

ED 032 694

EC 004 494

D'Amato, Gabriel

Residential Treatment for Child Mental Health Towards Ego-Social Development and a Community-Child Model.

Pub Date 69

Note—186p.

Available from—Charles C. Thomas, Publishers, 301-327 Lawrence Avenue, Springfield, Illinois 62703 (\$8.00).

Document Not Available from EDRS.

Descriptors—Administration, Behavior Patterns, Child Development, Childhood Needs, Community Responsibility, Day Care Services, *Emotionally Disturbed, *Exceptional Child Services, Family Influence, Family Relationship, Foster Family, Institutionalized (Persons), Institutional Role, Program Costs, Psychiatric Hospitals, *Residential Care, Staff Role Identifiers—Eastern State School and Hospital

An account of theory and practice in the psychiatric inpatient care of children at a large residential treatment center is presented. The formative factors of the home and community are discussed; consideration is given to the validity of the residential center as a treatment center and to the omnipotence and/or helplessness of the patient. Ego developmental implications, planning to meet basic needs, a reformulation of the residential center concept, and day education and the day hospital center are also considered. Also treated are the following: the attempt of the residential center to simulate the family, the problems of individuals or groups which lead to action, and the people who work with emotionally disturbed children. An appendix gives a cost analysis of Eastern State School and Hospital for the year 1966. (WW)

ED 032 695

EC 004 495

Young, Earl B., Ed.

Vocational Education for Handicapped Persons; Handbook for Program Implementation.

Pittsburgh Univ., Pa.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Vocational and Technical Education.

Pub Date Aug 69

Note—131p.

EDRS Price MF-\$0.75 HC-\$6.65

Descriptors—*Administration, Aurally Handicapped, *Community Involvement, Cooperative Programs, *Exceptional Child Education, Federal Laws, Interagency Cooperation, Mentally Handicapped, Organizations (Groups), Physically Handicapped, Professional Personnel, *Program Planning, Rural Areas, Speech Handicapped, Student Evaluation, Visually Handicapped, *Vocational Education, Vocational Rehabilitation

Information on vocational education for the handicapped considers the following: different types of handicaps; cooperation and interagency involvement; services available from vocational rehabilitation; a model for a state-wide cooperative agreement; programs and services; and provision of services in rural areas. Community involvement in vocational education services for the handicapped is discussed as are considerations in planning vocational education for the hearing impaired, for the visually impaired, and for the physically handicapped. Personnel preparation, utilization, and interactions are also discussed. Regional instructional materials centers and agencies and organizations in the field of the handicapped are listed; the Vocational Education Amendments of 1968 and references are included. (RJ)

ED 032 696

EC 004 496

Gordon, Ronnie

The Design of a Pre-School "Learning Laboratory" in a Rehabilitation Center.

New York Univ., N.Y. Medical Center.

Pub Date 69

Note—67p.

EDRS Price MF-\$0.50 HC-\$3.45

Descriptors—*Classroom Design, *Classroom Furniture, Design Needs, Educational Facilities, *Exceptional Child Education, Facility Requirements, Furniture Design, *Instructional Materials, Offices (Facilities), Physical Design Needs, Physical Facilities, *Physically Handicapped, Preschool Children, Space Utilization, Special Health Problems

A developmental setting for multi-handicapped preschool children and the physical layout of the classroom are described. Photographs and drawings of specially designed educational equipment, such as a shallow sand and water table adapted for wheelchair-bound children and an adjustable easel that allows armless children to paint with their feet, show the use of the materials and their design construction. Commentary is included which describes the function and purpose of each learning material along with the history of the school, its medical setting, and the educational philosophy of the program. (WW)

ED 032 697

EC 004 499

Goldsmith, Selwyn

Designing for the Disabled.

Royal Inst. of British Architects, London (England).

Pub Date 67

Note—207p.

Available from—RIBA, 66 Portland Place, London W1, England.

Document Not Available from EDRS.

Descriptors—*Architectural Programing, *Building Design, Communications, Design Needs, Doors, *Exceptional Child Services, Facility Guidelines, *Facility Requirements, Flooring, Heating, Lighting, Physical Design Needs, Physical Facilities, *Physically Handicapped, Psychological Design Needs, Sanitary Facilities, Space Utilization

Implications of the merits of normality and independence for the disabled, and their relevance to architectural design criteria are discussed. The introduction reflects the philosophical approach to the design and construction of public buildings and housing. Nine principle sections provide data and recommendations on the following topics: anthropometric considerations of disabled people; building elements and finishes (staircases, handrails, windows, doors, floor finishes); service installations (refuse disposals, heating, electrical services, communications, mechanical installations); general spaces (entrances, kitchens, living and dining rooms, bedrooms, sanitary accommodations, laundry, garages); public buildings (office buildings, transport, health, recreation, auditoriums, schools, hotels); and domestic housing (planning of dwellings, check list of recommendations). An appendix lists cost implications, definitions of terms, selected references, bibliographical references, and organizations associated with the welfare of the disabled. Illustrations with dimensions given in feet and metric equivalents are provided. (WW)

ED 032 698

EC 004 502

Smith, Carl B. And Others

Treating Reading Disabilities: The Specialist's Role.

Indiana Univ., Bloomington.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Pub Date 69

Note—81p.

EDRS Price MF-\$0.50 HC-\$4.15

Descriptors—Classrooms, *Dyslexia, Educational Diagnosis, *Exceptional Child Education, Individualized Instruction, Inservice Teacher Education, Instructional Materials, *Learning Disabilities, Personnel Needs, *Reading, Reading Difficulty, Reading Programs, Reading Tests, Remedial Reading, Remedial Teachers, Student Evaluation, *Teaching Methods, Testing, Tutoring

One of four books directed to reading specialists, the text provides information on methods for identifying problems that can be efficiently treated in a remedial reading group and on

methods for handling these problems. Consideration is given to the scope of the problem and to three categories of disabilities. Levels of diagnosis, types of tests, environmental factors, and the use of tests are discussed. Also discussed are the following: selection of children, remedial classes, special equipment, and guidelines for effective programs; the role of the reading coordinator, tutoring, small group instruction, reteaching reading, a saturation program, junior high classes, working with parents, and full use of equipment; and the establishment of a remedial program, the extent of need, the establishment of objectives, personnel needs, the creation of facilities, purchase of material, schedules of treatment, regular evaluation, reports of results, and inservice programs. Appendixes include diagnostic and correctional procedures for specific reading skills and methods for individualizing instruction. (WW)

ED 032 699

EC 004 503

A Demonstration Project on Developing Independence in Preschool Visually Handicapped Children.

Allegheny County Schools, Pittsburgh, Pa.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Aug 69

Note—62p.

EDRS Price MF-\$0.50 HC-\$3.20

Descriptors—Behavior Rating Scales, Body Image, *Case Studies (Education), *Exceptional Child Research, Individual Instruction, Parent Education, *Preschool Education, Professional Personnel, Program Costs, Screening Tests, Self Care Skills, Socialization, Space Orientation, Student Evaluation, Teaching Methods, *Visually Handicapped

Seven preschool blind children participated in a 6-week program for developing independence in these areas: movement in space, self help skills, effective use of residual vision, socialization, and body image. Children were provided with a variety of activities, were encouraged to do things for themselves, and were accompanied by an aide who helped them express themselves and who assisted in carrying out the teachers' programs. Parent education meetings were held, and caseworkers provided counseling. Case studies of the children indicate improvements in self help and other skills; each child was evaluated on three scales for blind children which indicated an increased number of items able to be completed for most of the children. Reports of professional visitors were favorable. Information on the staff, cost of the program, and dissemination is provided; the three evaluation scales, as well as behavioral observations, are included. (RJ)

ED 032 700

EC 004 505

Bowers, Louis

A Program for Neurological Organization.

University of Southwestern Louisiana, Lafayette.

Pub Date [69]

Note—13p.

Available from—AAHPER, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036

EDRS Price MF-\$0.75 HC Not Available from EDRS.

Descriptors—Check Lists, Curriculum Guides, Equipment, *Exceptional Child Education, *Motor Development, *Perceptual Development, Perceptual Motor Learning, *Physical Activities, Physical Education, Psychomotor Skills, Teaching Methods

A program for neurological organization is explained and its purposes are stated. Hints are given for working with both child and parents; and form for evaluating measures of neuromotor fitness is included. Also provided is a checklist for rating motor exploration, including movements performed lying on the back, on the knees, or standing or on mats, as well as balance, trampoline and creative movement, and perception activities (tactile, visual, kinesthetic, eye hand coordination, and manipulative skills). Special techniques and equipment to be used are listed; a diagram of the gymnasium and a clinician data sheet are supplied. (JD)

ED 032 701

EC 004 506

Levitt, Edith

The Effect of Context on the Reading of MR and Normal Children at the First Grade Level.

Columbia Univ., New York, N.Y. Teachers College.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—RR-5

Pub Date 69

Note—13p.

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—*Context Clues, *Exceptional Child Research, *Mentally Handicapped, *Reading, Reading Ability, Reading Skills, *Word Recognition

To study the effects of context on the performance of children reading at first grade level, 26 retarded and 24 normal children were tested. Subjects read words printed individually on separate pages; they also read the word in the context of a sentence. Results indicated that provision of a context produced significant improvement in the reading performance of both groups, but the hypotheses that word recognition by context would be significantly greater for the normal subjects was not supported. Reasons for the failure of this hypothesis are given; the need to help retardates make the most effective use of context clues is expressed. (RJ)

ED 032 702 EC 004 507

Youngs, Richard C. Jones, William W.

The Appropriateness of Inquiry Development Materials for Gifted Seventh Grade Children. Final Report.

Illinois State Univ., Normal.

Spons Agency—Illinois State Office of the Superintendent of Public Instruction, Springfield. Dept. of Program Planning for the Gifted.; Illinois State Univ., Normal.

Pub Date Jun 69

Note—21p.

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—Academic Achievement, Critical Thinking, *Exceptional Child Research, *Gifted, *Inquiry Training, Instructional Materials, Questioning Techniques, Sciences, Teacher Behavior, *Teaching Methods

To test the efficacy of inquiry development materials with the gifted, six 7th-graders with IQ's in the top 3% participated in an inquiry science class with specially selected materials twice a week for 40 minutes over 6 months; six children with like IQ's worked on science activities in another room. Pre- and posttests in critical thinking and science achievement were administered; in addition, measures of inquiry and analyses of student questions and teacher interaction were made. Results indicated that the students in the inquiry class asked significantly more questions relating to experimentation and that the teacher, while in the inquiry class, was significantly more likely to clarify pupil questions and to respond to pupils seeking data than he was with the conventional class, to whom he provided data. Other results were nonsignificant, thus failing to provide evidence for noticeable improvement in the area of inquiry. (JD)

ED 032 703 EC 004 552

Burg, Mary, Comp.

Handbook for Teachers of Children with Specific Learning Disabilities.

Hamilton County Public Schools, Ohio.

Pub Date [69]

Note—107p.

EDRS Price MF-\$0.50 HC-\$5.45

Descriptors—*Administration, Administrator Guides, Behavior Rating Scales, Checklists, Class Organization, *Exceptional Child Education, Instructional Materials, *Learning Disabilities, Parent Participation, Parent Teacher Conferences, *Program Planning, Reading Skills, *Records (Forms), Referral, State Standards, Student Evaluation, Student Placement, Student Records, Teacher Responsibility, Tutoring

Identifiers—Ohio

A forward, an educational philosophy, a statement of beliefs, a list of teachers' addresses, a calendar of events, a statement of interdisciplinary relationships, and procedures for referral and placement precede records and forms used by an Ohio county school system for children with learning disabilities. Information is provided on the following topics: referral forms and a placement letter; criteria and information needed for placement; the Ohio State Board of Education Standards; an administrator's guide; an explanation of the data processing of records; organization of a classroom, program structure, a suggested list of materials, and suggestions for an instructional program; tutoring services; a checklist

for reporting to parents; and forms and suggestions for parent-teacher conferences. Also provided are information on parent organizations and on teachers speaking to community groups and attending conventions, reading skills check lists and rating scales, policies on teacher absences and inservice training, and procedures for regular class placement. Recommendations are made for the order of use of books and materials, and a bibliography is included. (RJ)

ED 032 704 EC 004 559

Council Membership Directory 1969.

Council of Organizations Serving the Deaf, Washington, D.C.

Pub Date 69

Note—45p.

EDRS Price MF-\$0.25 HC-\$2.20

Descriptors—Administrative Personnel, *Aurally Handicapped, *Directories, *Exceptional Child Services, Meetings, National Organizations, Objectives, Organizations (Groups), Publications

Information is provided on the purposes, goals, functions, membership, board of directors, calendar of events, publications, and names and addresses of the officers or executive committees of 19 national organizations serving the deaf. Organizations included are the Council of Organizations Serving the Deaf, Alexander Graham Bell Association for the Deaf, American Athletic Association of the Deaf, Board for Missions to the Deaf (the Lutheran Church - Missouri Synod), Canadian Association of the Deaf, Conference of Church Workers Among the Deaf, Conference of Executives of American Schools for the Deaf, Convention of American Instructors of the Deaf, and the Deafness Research Foundation. Also included are the Department of Urban Ministries (Board of Missions of the United Methodist Church), Ephphatha Missions for the Deaf and Blind, Gallaudet College Alumni Association, International Catholic Deaf Association, National Association of the Deaf, National Association of Hearing and Speech Agencies, National Congress of Jewish Deaf, National Fraternal Society of Jewish Deaf, Professional Rehabilitation Workers with the Adult Deaf, and the Registry of Interpreters for the Deaf. (RJ)

ED 032 705 EC 004 560

Lawrence, Clifford A. Vescovi, Geno M.

Deaf Adults in New England: An Exploratory Service Program.

Morgan Memorial, Inc., Boston, Mass.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date 31 Dec 67

Note—105p.

EDRS Price MF-\$0.50 HC-\$5.35

Descriptors—Academic Achievement, Ancillary Services, *Aurally Handicapped, Communication Skills, *Exceptional Child Research, Individual Characteristics, Language Skills, Occupational Tests, Program Development, *Program Evaluation, Psychological Evaluation, Social Services, Staff Role, Testing, Vocational Counseling, *Vocational Rehabilitation

To provide deaf adults with services they had not previously received and to demonstrate the efficacy of providing these services in a setting with hearing clients, the Deaf Adult Project was developed. During 1965, 10 clients were served; staff members were recruited and added during the next two years; and over a 3-year period 194 clients were referred and 126 were served. The core service was rehabilitation counseling; other services included psychological and psychiatric evaluation and testing, social work services, and ancillary services. The majority of the 126 clients were young; 51.6% were between 15 and 24 years of age; males outnumbered females 87 to 39; 73.81% were prelingually deafened; and illiteracy represented the most frequent vocational handicap with 46.8% of the 126 clients unable to read at the fourth grade level. Seventy-seven clients were either employed or in academic or vocational programs after leaving the project. Conclusions were as follows: there is a continuing need for services for deaf adults; there was a direct relationship between availability of staff and the ability to develop a caseload and provide services; lack of staff hampered stimulation of referrals; there was a major failing of educational methods with the clients, many of whom were normal or above in intelligence; and more services were needed. Implications for the future and recommendations are reported. (RJ)

ED 032 706 40 EC 004 562

Graubard, Paul S.

An Investigation of Reading Correlates of Emotionally Disturbed and Socially Maladjusted Children: The Relevance of a Classification Scheme to Educational Characteristics.

Yeshiva Univ., New York, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-6-2542

Pub Date Oct 68

Grant—OEG-1-6-062542-1589

Note—76p.

EDRS Price MF-\$0.50 HC-\$3.90

Descriptors—*Behavior, Behavior Patterns, Behavior Rating Scales, *Emotionally Disturbed, *Exceptional Child Research, *Intelligence, Intelligence Factors, Psycholinguistics, *Reading, Reading Achievement, Student Evaluation, Teacher Attitudes, Testing

To ascertain whether subjects with similar behavior profiles also showed similar psychoeducational problems, 108 emotionally disturbed boys (aged 9 to 14 years) were studied. Teachers rated the behavior of children in their classes using the Quay Behavior Problem Checklist; subjects were also given achievement and intelligence tests. Seven subgroups were found as were some educationally relevant variables associated with behavior clusters. Groups differed to some extent with respect to IQ and associated factors; no differences were found in terms of psychometric characteristics. Indications were that grossly different curricula would not be necessary, and that the overlap between behavioral characteristics and learning characteristics was not great. When compared with normals the disturbed groups showed distinctive differences; no group, however, was retarded in reading relative to mental age, but the majority of teachers perceived subjects to be achieving far below what psychometric instruments showed. (RJ)

ED 032 707 EC 004 606

Lederman, Janet

Anger and the Rocking Chair.

Pub Date Nov 69

Note—63p.

Available from—McGraw-Hill Book Company, 330 West 42nd Street, New York, New York 10036 (\$4.95).

Document Not Available from EDRS.

Descriptors—Behavior Change, Case Studies (Education), Catharsis, *Emotionally Disturbed, *Exceptional Child Education, Hostility, Parent Child Relationship, Self Actualization, Self Concept, *Student Teacher Relationship, *Teaching Methods

A combination of photographs and commentary, the book illustrates the methods of a teacher of disturbed children. Background information is provided for some children; their comments and the responses of the teacher combine to demonstrate student-teacher interaction and to indicate ways of fostering self development. (RJ)

ED 032 708 EC 004 648

Rainer, John D., Ed. Altschuler, Kenneth Z., Ed. Psychiatry and the Deaf.

New York State Psychiatric Inst., N.Y.

Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date 68

Note—166p.

EDRS Price MF-\$0.75 HC-\$8.40

Descriptors—Adjustment (to Environment), *Aurally Handicapped, Behavior Problems, Case Studies (Education), Counseling, *Emotionally Disturbed, Environmental Influences, *Exceptional Child Services, Family Relationship, Group Therapy, Institutionalized (Persons), Parent Counseling, Psychiatric Services, *Psychiatry, Psychological Evaluation, Psychotherapy, Residential Schools, Schizophrenia, State Programs, Vocational Adjustment

A compilation of presentations from a meeting on psychiatry and the deaf, the text includes the following discussions: background and history of the New York State mental health program for the deaf; an introduction to the program of the New York School for the Deaf; school psychiatric preventive programs; adjustment problems presented by a panel of deaf adults; and a demonstration of a psychiatric inpatient program including a tour facilities, case presentations,

group therapy, and an occupational therapy workshop. Additional topics considered are theoretical considerations in development and psychopathology of the deaf, diagnostic aspects including psychiatric and psychological examinations, group therapy with adolescents, psychiatric treatment, state wide organization of psychiatric services, alternative communication systems for the deaf, cultural and environmental influences in emotional development, and group psychiatry for the hospitalized deaf. Diagnostic evaluation of hearing impaired children, a pilot program for a state hospital, a plan for a clinical and research program for psychotic patients, and a conference summary are also discussed. (RJ)

ED 032 709 EF 002 089

All-Electric Concepts for Architecture. NECA Electrical Design Guidelines.

National Electrical Contractors Association, Washington, D.C.

Report No.—NECA-No-1

Pub Date 67

Note—20p.; The first in a series of monographs on electric environmental control.

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—Air Conditioning, Building Equipment, *Climate Control, *Electricity, *Facility Guidelines, Heating, Mechanical Equipment, *School Architecture, *Thermal Environment, Ventilation

In this monograph dealing with the suitability of electrically powered systems to emerging architectural trends, emphasis is upon the relationship of mechanical systems to overall building design. Topics discussed are—(1) All Electric Systems are Right for the Times, (2) Electric Systems Enlarge Freedom of Design, (3) Approaching the Question: All-electric or Not? (4) Heat Conservation in a Circular School, (5) Control by Each Tenant, Any Time at All, (6) Lighting Heat Trapped for Re-use at Windows, (7) Environmental Control with Minimum Intrusion, (8) Space Savings at Marina City, (9) Glossary of Electric-environmental Terms, (10) System-types Available for Environmental Control, and (11) Choosing a System to Suit Design Requirements. (RH)

ED 032 710 EF 002 230

Mayer, Frederick W., Ed. Schmult, Carl V. Jr., Ed.

Campus Planning 1967. Selected Papers from the Annual Conference of the Society for College and University Planning (2nd, Ann Arbor, Michigan, August 20-22, 1967).

Society for Coll. and Univ. Planning, Ann Arbor, Mich.

Pub Date Aug 67

Note—126p.

Available from—Society for College and University Planning, Columbia University, 308 Low Memorial Library, New York, N.Y. 10027

Document Not Available from EDRS.

Descriptors—*Campus Planning, College Housing, *College Planning, *Educational Environment, Environmental Criteria, Facility Case Studies, Institutional Research, Master Plans, Physical Design Needs, *Physical Environment, Planning, *Psychological Design Needs, Universities

The annual conference encouraged communication among individuals and disciplines relating to long-range development of institutions of higher education. Ideas, comments, and major speeches were assembled and published. Major areas of interest following the introduction are—(1) college and university planning in Canada, (2) the educational environment, (3) the human environment, (4) the physical environment, and (5) case study presentations. The planning of campuses for Oakland Community College (Orchard Ridge Campus), the State University of New York, and Clemson University, is discussed in detail. (LD)

ED 032 711 EF 002 267

Pinnell, Charles Wacholder, Michael

Guidelines for Planning in Colleges and Universities. Volume 3: Physical Plant Planning, Land Use, and Traffic.

Pub Date Jul 68

Note—148p.; Volumes 1 and 2 have been announced as ED 024 119 and ED 024 120

EDRS Price MF-\$0.75 HC-\$7.50

Descriptors—*Campus Planning, Design Needs, Facility Inventory, Flexible Facilities, *Higher

Education, *Land Use, *Master Plans, Pedestrian Traffic, School Expansion, *Traffic Circulation, Transportation, Vehicular Traffic

The third of five volumes concerned with higher educational planning is divided into two distinct sections—(1) land use planning, and (2) traffic planning. The first section commences with certain definitions and interpretations which are meant to overcome any misunderstandings. Actual land use planning process follows and can be identified by six general stages—(1) the informational input concerning the goals of the institutional programs, financial capabilities of the institution, as well as information regarding its physical requirements, (2) the analysis and interaction of the various planning functions, (3) evaluation and selection of design factors, (4) synthesis of the land use plan, (5) detail design and implementation, and (6) the concept of continuous planning. The traffic planning section discusses various techniques which can be utilized to obtain required data in order to develop a traffic plan. Access, internal circulation, and parking are discussed relative to the daily traffic problem. The traffic studies may provide data which will influence other aspects of the total planning process. Likewise, the location of buildings and other traffic generating facilities on a campus will also have a major bearing on the traffic plan. A section of the development of a traffic plan summarizes the total process. (NI)

ED 032 712 EF 002 268

Pinnell, Charles Wacholder, Michael

Guidelines for Planning in Colleges and Universities. Volume 4: Physical Plant Planning, Facilities Studies.

Pub Date Jul 68

Note—125p.; Volumes 1 and 2 have been announced as ED 024 119 and ED 024 120

EDRS Price MF-\$0.50 HC-\$6.35

Descriptors—*Campus Planning, College Housing, Facility Guidelines, *Facility Inventory, *Facility Utilization Research, *Higher Education, Master Plans, Scheduling, Space Classification, *Space Utilization

The fourth of a five-volume series concerned with higher educational planning provides techniques for the estimation of an institution's facility requirements. The facilities are discussed within the framework of two broad categories—(1) academic program facilities, and (2) residential housing facilities. The academic program facilities provide for classrooms, laboratories, offices, recreational facilities and other associated space as required to conduct the program of a university. The residential housing facilities provide for student housing and in some cases faculty and staff housing. Planning for the academic facilities requires an inventory of existing facilities including a quality analysis, facility utilization research, and estimations of space requirements for both teaching and non-teaching facilities. The aspects of an automated system of master schedule construction and student sectioning are briefly presented. Residential facilities planning is based on a thorough analysis of the student body based on marital status, number of dependents, sex, and college year. Numerous formulas and specific numerical values are supplied as part of the recommended techniques involved in estimation. An appendix includes quality analysis worksheets and housing guidelines. (NI)

ED 032 713 EF 002 269

Pinnell, Charles Wacholder, Michael

Guidelines for Planning in Colleges and Universities. Volume 5: Physical Plant Planning, Utilities Studies.

Pub Date May 68

Note—122p.; Volumes 1 and 2 have been announced as ED 024 119 and ED 024 120

EDRS Price MF-\$0.50 HC-\$6.20

Descriptors—Bibliographies, *Campus Planning, *Colleges, Communications, Electrical Systems, *Facility Guidelines, Heating, Information Storage, Kinetics, Plumbing, Sanitary Facilities, Telephone Communication Systems, *Universities, *Utilities

The fifth and final volume of a series concerned with higher educational facilities planning expands the discussion of the utilities planning process initiated in the overview of volume one. Three major classes of utilities—energy utilities, service utilities, and communications utilities are studied. Their influences on the overall physical planning of the campus is stressed, and proper lo-

cation of central plant facilities is emphasized as being extremely critical. Differences in cost factors related to the accessibility of the campus to existing urban utilities are discussed, as well as the relationship between consideration for future expansion and present budgetary limitations. The planning of the campus utilities must be coordinated within the total physical plan so as to preclude interference with other campus facilities and be compatible with other campus structures in their design and appearance. A bibliography pertaining to utilities is included. (NI)

ED 032 714

EF 002 856

University of Northern Iowa Comprehensive Campus Plan, Phase I. Program Summary and Alternative Development Concepts.

Caudill, Rowlett and Scott, Houston, Tex. Architects.

Pub Date Dec 67

Note—50p.

EDRS Price MF-\$0.25 HC-\$2.60

Descriptors—*Campus Planning, *Construction Programs, Educational Planning, Enrollment Projections, Facility Case Studies, *Facility Expansion, Facility Guidelines, *Facility Requirements, Physical Environment, *Space Utilization

Statements of goals and policies for the growth and development of the University of Northern Iowa are established. Data are presented concerning the utilization and condition of space, enrollment, interdisciplinary registration crossover, and academic program, as well as student and faculty activities. Estimates of space and facilities required to satisfy the aims of the university are established. Problems related to deficiencies in space and environment, and other obstacles in the path of implementation of the goals are identified. Four alternative development concepts are presented. (FS)

ED 032 715

EF 002 858

Stadium Site Utilization Study. University of Cincinnati.

Caudill, Rowlett, and Scott, New York, N.Y.

Spons Agency—Educational Facilities Labs., Inc., New York, N.Y.

Pub Date Dec 67

Note—24p.

Available from—Educational Facilities Laboratories, Inc., 477 Madison Ave., New York, New York 10022; Univ. of Cincinnati, Cincinnati, Ohio 45221; Caudill, Rowlett, and Scott, 230 Park Avenue, New York, New York 10017

EDRS Price MF-\$0.25 HC-\$1.30

Descriptors—Building Conversion, *Campus Planning, *Facility Case Studies, *Facility Expansion, *Facility Guidelines, Facility Utilization Research, Land Use, Planning, *Site Analysis, Space Utilization

An evaluative study of the University of Cincinnati stadium site shows its potential with relation to the existing campus. Conclusions and recommendations concerning its future utilization are presented, based upon consideration of the following—(1) basic university planning policies, (2) assets and liabilities of the site, (3) the decision to demolish the stadium, (4) the need to recognize the stadium's past influence on campus growth, (5) the need to build as densely as possible while maintaining a viable campus environment, and (6) the academic facilities as outlined in the program. (FS)

ED 032 716

EF 002 860

Williams, Philip C.

The Satellite Union. Campus Planning Approach.

Pub Date Apr 67

Note—17p.; Paper presented at Association of College Unions International Annual Conference (44th, Philadelphia, Pa., April 10, 1967), Program Session 8

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors—*Architectural Programing, *Building Design, *Campus Planning, College Buildings, Design Needs, Design Preferences, Facility Expansion, *Facility Requirements, Recreational Facilities, *Student Unions

Consideration is given to planning as a process and the student union as a part of the total campus plan. An analytical programing approach is discussed as a prelude to architectural planning. Certain facts and problems, which are inherent in total campus planning and which have an external effect on the nature of the student union, are identified. Goals, problems, and questions relating

specifically to the student union are discussed, with emphasis upon the emergence of the design of the student union as a function of the goals to be achieved and the problems to be solved on a campus. (FS)

ED 032 717

EF 003 043

Stephen Lescock Educational Complex for the Scarborough Board of Education.

Abram and Ingleson, Architects, Don Mills (Ontario).

Pub Date Nov 66

Note—40p.

EDRS Price MF-\$0.25 HC-\$2.10

Descriptors—Auditoriums, Building Plans, Classroom Design, Component Building Systems, Dining Facilities, *Educational Complexes, *Educational Parks, *Educational Programs, *Facility Case Studies, Gymnasiums, Home Economics, Laboratories, Libraries, Mechanical Equipment, Physical Education Facilities, *School Architecture, Structural Building Systems, Theaters

The first Canadian attempt to provide a comprehensive educational environment to satisfy the demands for "flexibility" in the educational continuum from kindergarten to grade 13 is discussed. The complex integrates three levels of learning into one campus, providing facilities for collegiate pupils, senior school students, and junior school students. An academic structure was designed to—(1) accommodate present educational needs and provide for change in future educational philosophy and methods, (2) utilize new component systems, and (3) share common facilities. All three facilities are grouped on one site, which allows for more meaningful site relationships between schools in terms of outdoor space and sports facilities, pedestrian circulation, mechanical distribution, service access and community use, and the physical manifestation of a "student village" concept. (RK)

ED 032 718

EF 003 112

Shaw, Robert J., Ed.

Libraries, Building for the Future. Proceedings of the Library Buildings Institute and the American Library Trustee Association (ALTA) Workshop (Detroit, Michigan, July 1-3, 1965).

American Library Association, Chicago, Ill.
Spons Agency—American Library Association, Chicago, Ill. Library Administration Div.; American Library Trustee Association, Chicago, Ill.

Pub Date 67

Note—209p.

Available from—American Library Association, 50 E. Huron Street, Chicago, Illinois 60611

EDRS Price MF-\$1.00 HC Not Available from EDRS.

Descriptors—*Building Plans, College Libraries, Community Relations, *Facility Case Studies, *Libraries, *Library Planning, School Improvement, School Libraries

Included are the texts of all available papers given at the Institute and Workshop, as well as the presentations of the panelists and the discussions that ensued between members of the audience and the program speakers. Floor plans and similarly important illustrative materials are reproduced. The following sessions were included—(1) general session, (2) public library session, (3) college and university library sessions, (4) school library sessions, and (5) the American Library Trustee Association workshop. (RK)

ED 032 719

EF 003 119

Katz, William A., Ed. Swartz, Roderick G., Ed. *Problems in Planning Library Facilities. Consultants, Architects, Plans and Critiques; Proceedings of the Library Buildings Institute, (Chicago, July 12-13, 1963).*

American Library Association, Chicago, Ill.

Spons Agency—American Library Association, Chicago, Ill. Library Administration Div.

Pub Date 64

Note—208p.

Available from—American Library Association, 50 E. Huron Street, Chicago, Illinois 60611

EDRS Price MF-\$1.00 HC Not Available from EDRS.

Descriptors—*Building Plans, College Libraries, *Library Facilities, *Library Planning, Medical Libraries, Public Libraries, School Libraries
Library facilities and the inherent planning problems involved are discussed in terms of—(1) the library building consultant, (2) college and

university libraries, (3) public libraries, (4) school libraries, and (5) hospital and institution libraries. Floor plans, architectural renderings, and photographs of various facilities are included along with critique discussions. (RK)

ED 032 720

EF 003 231

Newman, Robert B.

Acoustics in Research Facilities—Control of Wanted and Unwanted Sound. Laboratory Design Notes.

Public Health Service (DHEW), Washington, D.C.

Pub Date 18 May 65

Note—6p.; Copy of lecture presented to the Division of Research Services Engineering Lecture Series, Wilson Hall, National Institutes of Health, Bethesda, Maryland.

Available from—Office of Architecture and Engineering, Division of Research Facilities and Resources, National Institutes of Health, Bethesda, Maryland 20014.

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—*Acoustical Environment, Acoustic Insulation, *Acoustics, Architectural Elements, Architecture, Building Design, Building Materials, Ceilings, Facility Requirements, *Laboratories, *Physical Design Needs, *Research, Standards

Common and special acoustics problems are discussed in relation to the design and construction of research facilities. Following a brief examination of design criteria for the control of wanted and unwanted sound, the technology for achieving desired results is discussed. Emphasis is given to various design procedures and materials for the control of transmission of sound from one space to another—the two basic mechanisms for achieving this purpose are noted to be absorption and isolation. (FS)

ED 032 721

EF 003 455

Stull, Don Heder, Lajos

Boston Infill Schools.

Boston Public Schools, Mass. Educational Planning Center.

Pub Date 68

Note—32p.

EDRS Price MF-\$0.25 HC-\$1.70

Descriptors—*Component Building Systems, Facility Expansion, Facility Requirements, *Prefabrication, *School Buildings, School Construction, School Design, *School Planning, *Urban Schools

Concepts and recommendations are presented regarding a proposed system of dispersed classroom clusters or 'infill schools'. These small independent urban schools would be housed in prefabricated structures developed for infill housing in Boston. The infill unit uses pre-designed building components and can be constructed in a few weeks. The infill housing units are described and their proposed use as educational facilities discussed. Diagrammatic representations illustrate the interrelationship of infill schools and community resources. The development of a pilot infill school is proposed. (FS)

ED 032 722

EF 003 457

College and University Facilities Guide for Health, Physical Education, Recreation, and Athletics.

American Association for Health, Physical Education and Recreation, Washington, D.C.; Athletic Inst., Chicago, Ill.

Pub Date 68

Note—202p.

Available from—The Athletic Institute, 805 Merchandise Mart, Chicago, Illinois 60654 (\$7.50); American Association for Health, Physical Education and Recreation, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (\$7.50)

EDRS Price MF-\$1.00 HC Not Available from EDRS.

Descriptors—*Athletic Fields, *Facility Guidelines, Facility Requirements, Field Houses, Guides, *Gymnasiums, Health Education, Outdoor Education, *Physical Education Facilities, *Recreational Facilities

This guide presents information concerned with the planning of areas and facilities for athletics, recreation, outdoor education, and physical and health education. Swimming pools, service areas, ice skating, field houses, arenas, and stadiums are among the many facilities which are considered. Included are many diagrams and sketches giving specific measurements. A check list is provided. (FS)

ED 032 723

EF 003 461

Florida Schoolhouse Systems Project. First Phase Report.

Florida State Dept. of Education, Tallahassee.

Spons Agency—Educational Facilities Labs., Inc., New York, N.Y.; Florida State Dept. of Education, Tallahassee.

Pub Date Jun 67

Note—26p.

EDRS Price MF-\$0.25 HC-\$1.40

Descriptors—*Component Building Systems, Construction Costs, Construction Needs, *Construction Programs, Facility Requirements, *School Construction, School Expansion, *School Planning, *Structural Building Systems

A description is presented of the first phase of the Florida Schoolhouse Systems Project. Following a presentation of the background and objectives of the SSP, the development of integrated building systems is considered with regard to—(1) stimulation of research and development, (2) performance specifications and competitive bidding, and (3) roles of contractors, labor, architects and engineers. An evaluation is presented of the quality, design freedom, costs, and construction time of School Construction Systems Development schools in four states. Recommendations are made for the SSP concerning—(1) use of existing components for single schools and for a volume buying program, (2) time schedule of the research and development program, (3) legal authority, (4) staff, and (5) financing. (FS)

ED 032 724

EF 003 471

Capital Program, School District of Philadelphia: July 1, 1968 to June 30, 1974.

Philadelphia Board of Education, Pa.

Pub Date 27 May 68

Note—112p.

EDRS Price MF-\$0.50 HC-\$5.70

Descriptors—*Budgets, *Capital Outlay (for Fixed Assets), Construction Costs, Construction Programs, Educational Planning, Facility Requirements, *Financial Support, Master Plans, *School Construction, *School Expansion

This report presents the School District of Philadelphia's long-range plan for school facilities and, based upon it, a capital program for the years 1969 through 1974. The plan for school facilities is preceded by a summary of present facility conditions and a consideration of indicated needs for expansion. General fiscal policies, a total program summary, targets for accomplishment, project descriptions, and the 1969 capital budget are presented in the capital program. Photographs and graphic illustrations are included. (FS)

ED 032 725

EF 003 497

Educational Specifications: University City High School.

Philadelphia School District, Pa.

Report No.—P-1030

Pub Date [68]

Note—130p.

EDRS Price MF-\$0.75 HC-\$6.60

Descriptors—Building Design, Educational Complexes, *Educational Specifications, *Facility Guidelines, Facility Requirements, *High School Design, *School Buildings, School Construction, School Planning, *Spatial Relationship

Educational specifications are presented delineating instructional space requirements and relationships for a new high school in Philadelphia, Pennsylvania. These specifications comprise a set of written instructions from which the architect can derive a design concept compatible with current educational needs and adaptable to future changes in teaching technology and methodology. Following descriptions of the educational situation and the general characteristics of the school building and its site, detailed specifications are presented for each of the school plant's 12 centers. Graphic illustrations are included throughout the document. (FS)

ED 032 726

EF 003 498

Education Specifications: New Middle School.

Philadelphia School District, Pa.

Report No.—P-614

Pub Date [68]

Note—125p.

EDRS Price MF-\$0.50 HC-\$6.35

Descriptors—Building Design, *Educational Specifications, *Facility Guidelines, Facility Requirements, *Middle Schools, *School

Buildings, School Construction, School Planning, *Spatial Relationship Identifiers—Pennsylvania, Philadelphia

Educational specifications are presented delineating instructional space requirements and relationships for a middle school in Philadelphia, Pennsylvania. A description of the desired educational programs is followed by a discussion of those spaces necessary to house the program and the relationship that they must bear one to the other. Descriptions are presented of the educational situation, components of the educational program, design requirements, and space allocations and general area relationships. Facility specifications are included for each of the school's 11 centers. Graphic illustrations are also given. (FS)

ED 032 727 EF 003 503
Wilson, Charles C., Ed. Wilson, Elizabeth Avery, Ed.

Healthful School Environment.

American Medical Association, Chicago, Ill.; National Education Association, Washington, D.C.
Pub Date 69

Note—298p.; Complete revision of Healthful School Living (1957)

Available from—National Education Association of the United States, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$4.00); American Medical Association, 535 N. Dearborn St., Chicago, Illinois 60610

EDRS Price MF-\$1.25 HC Not Available from EDRS.

Descriptors—Acoustics, Building Design, Cleaning, *Educational Environment, Educational Facilities, *Environmental Influences, *Health, Health Conditions, Health Education, Health Services, Lighting, Mental Health, Nutrition, Physical Environment, *Physical Health, Sanitary Facilities, *School Environment, School Maintenance, School Services, Thermal Environment

A broad range of topics deals with the development, maintenance, and full utilization of a healthful school environment, encompassing such areas as—(1) school organizations which affect the student environment, (2) accident prevention, (3) the criteria for healthful food services, (4) physical education and the necessary athletic facilities, (5) full utilization of health education resources, and (6) the effect teachers have on the emotional tone of a classroom. Corresponding to these policies, services and procedures are the treatment of more physical aspects of school environments and how they may affect physical and mental health—(1) proper site selection, (2) building design, (3) lighting, (4) acoustics, (5) ventilation, and (6) utilities. A bibliography follows each chapter. (KK)

ED 032 728 EF 003 520
Judy, R.W. And Others

Analysis of the Effects of Formula Financing on Ontario Universities. Part I, Summary, Analysis and Conclusions.

Toronto Univ., Ontario. Office of Institutional Research.

Report No.—OIR-4A

Pub Date 28 Oct 66

Note—21p.

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—*Computer Oriented Programs, Computer Programs, *Educational Administration, *Educational Finance, Electronic Data Processing, Financial Support, *Simulation, *University Administration

A study is presented of the implications of formula financing for the universities of Ontario. Special reference is made to how the University of Toronto would have fared financially if the operating grant formula had been operating in the years 1963/64 to 1965/66. The analytical tool employed was a computer oriented simulation model. (FS)

ED 032 729 EF 003 524
Thompson, I. And Others.

Development of a Capital Allocations Formula.

Toronto Univ., Ontario. Office of Institutional Research.

Report No.—OIR-14

Pub Date [69]

Note—33p.

EDRS Price MF-\$0.25 HC-\$1.75

Descriptors—*Capital Outlay (for Fixed Assets), *Construction Costs, Construction Programs,

*Educational Administration, *Educational Finance, *Facility Expansion, Financial Support

A description is presented of the present state of development of a capital allocations formula for general building project costs at the University of Toronto. The first part of the paper is devoted to a discussion of the objectives and application of the formula in its present state. A detailed description of the available data and the derivation of the proposed formula is presented in the appendix. (FS)

ED 032 730 EF 003 526
A Guide for Planning Buildings, Facilities, and Equipment for Vocational Education in Agriculture.

North Carolina State Dept. of Public Instruction, Raleigh.

Pub Date Jun 62

Note—29p.

EDRS Price MF-\$0.25 HC-\$1.55

Descriptors—Agricultural Education, *Agricultural Engineering, *Agricultural Machinery, Educational Needs, Educational Objectives, *Educational Planning, *Facility Guidelines, Instructional Aids, *Vocational Agriculture

A guide is presented for planning or re-planning facilities and equipment for teaching vocational agriculture. This publication shows the relationship of facilities and equipment to current educational needs in agriculture and to the instructional programs of the other departments in a school. Emphasis is given to selecting the basic equipment, tools, supplies and teaching aids for agricultural mechanics in vocational agriculture. (FS)

ED 032 731 EF 003 527
A Study of Physical Facilities at Arkansas Colleges and Universities. Existing Facilities - 1968; Projected Facility Needs - 1975 and 1980.

Arkansas State Commission on Coordination of Higher Educational Finance, Little Rock.

Report No.—No-2

Pub Date Jul 69

Note—58p.

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—College Planning, Construction Needs, *Enrollment Projections, Facility Case Studies, Facility Expansion, *Facility Inventory, *Facility Requirements, *Facility Utilization Research, *Higher Education, Space Utilization

Included in this comprehensive study of physical facilities is an inventory and utilization study and the projected physical facility needs for the years 1975 and 1980 for twenty-two of the twenty-four colleges and universities in Arkansas. In order to insure uniformity in the data collected, a physical facilities procedure manual was utilized which included the classification system contained in a U.S. Office of Education publication entitled Higher Education Facilities Classification and Inventory Procedures Manual. Student enrollment projections are included. This is the second volume of a two-part report, the first part of which has been announced as ED 028 600. [Not available in hard copy due to marginal legibility of original document]. (FS)

ED 032 732 EF 003 530
Chase, William W.

Federal Facilities Programs.

Pub Date 6 May 69

Note—4p.; Speech presented at School Facilities Council Conference, Las Vegas, May 6, 1969

EDRS Price MF-\$0.25 HC-\$0.30

Descriptors—*Construction Programs, *Educational Finance, Facility Expansion, *Federal Aid, Federal Legislation, *Federal Programs, *Financial Support, Higher Education

Brief descriptions are presented of a number of Office of Education federal funding programs directly supporting educational facilities planning and construction. Programs now in operation and several currently under consideration are pointed out. Consideration is also given to several programs in federal agencies other than the Office of Education that are related to educational facilities planning, development, and/or construction. (FS)

ED 032 733 EF 003 546
Clinchy, Evans

Public School No. 9, Borough of Queens, New York City. Profiles of Significant Schools.

Educational Facilities Labs., Inc., New York, N.Y.

Pub Date Sep 60

Note—15p.

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—*Architectural Character, Architecture, Building Design, *Building Innovation, Design Preferences, *Elementary Schools, *Facility Case Studies, School Buildings, School Design, *Urban Schools

A profile is presented of an urban elementary school in which the building design is based on the idea of joint occupancy—the combined use of the building as a school and a public housing project. The description of the educational bases of the design emphasizes why the school was designed as it was and how it was designed and built. Schematics and photographs are included along with an evaluation of the school. (FS)

ED 032 734 EF 003 560
X-Ray Protection Standards for Home Television Receivers.

National Council on Radiation Protection and Measurement, Washington, D.C.

Pub Date 23 Feb 68

Note—4p.; Interim Statement of the NCRP

Available from—National Council on Radiation Protection and Measurement, 4201 Connecticut Ave., N.W., Suite 402, Washington, D.C. 20008

Document Not Available from EDRS.

Descriptors—*Commercial Television, Electronics, *Equipment Standards, Physical Environment, Public Health, *Radiation Effects, Radiologic Technologists, *Safety, Scientific Research, Television Repairmen, *Television Research

Levels of X-Ray emission and exposure from home television receivers are being questioned and found greater than previous public health and safety cautions and measurement limits have suggested. The latest changes in television components, designs, function, and manufacturing, have caused equipment standards and the effects of radiation to be reevaluated and redefined. (TG)

ED 032 735 EF 003 561
Shielding for High-Energy Electron Accelerator Installations. National Bureau of Standards Handbook 97.

National Bureau of Standards (DOC), Washington, D.C.

Report No.—NCRP-31

Pub Date 1 Jul 64

Note—77p.

Available from—The Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$3.00)

Document Not Available from EDRS.

Descriptors—Atomic Structure, *Equipment Standards, Health Personnel, *Nuclear Physics, Public Health, Radiation Biology, *Radiation Effects, Radioisotopes, *Safety, *Scientific Research

Recommendations for radiation shielding, protection, and measurement are presented. This handbook is an extension of previous recommendations for protection against radiation from—(1) high energy and power electron accelerators, (2) food processing equipment, and (3) general sterilization equipment. The new recommendations are concerned with radiation control and personal protection. Graphs and charts are included to help describe shielding requirements and definitions, radioactivity character, and shielding materials. Lists of terms, symbols and references are included. (TG)

ED 032 736 EF 003 562
Zelip, Frank F.

Guidelines for School Planning and Construction. A Handbook for School Business Officials.

Association of School Business Officials, Chicago, Ill. Research Corp.

Report No.—RB-8

Pub Date 68

Note—92p.; A special report prepared by the ASBO Research Committee in Schoolhouse Planning and Construction

Available from—Office of the Director of Research, Research Corporation of the ASBO, 2424 W. Lawrence Ave., Chicago, Illinois 60625 (\$1.00)

EDRS Price MF-\$0.50 HC-\$4.70

Descriptors—*Critical Path Method, *Educational Finance, Environmental Influences, Guidelines, Purchasing, *School Construction, School Maintenance, *School Planning, Site Development, *Site Selection

A handbook of guidelines is presented for school business officials who are concerned with schoolhouse planning and construction. In this research handbook, several contributing authors present analyses and guidance with regard to: (1) the need for careful study in selecting, acquiring, developing, and utilizing school sites, (2) selection of, and work with, architects, (3) considerations of the total school environment, (4) analysis of guarantees, warranties, and construction bonds, (5) consideration of the critical path method, (6) selection and purchase of equipment, (7) supervision and inspection of building construction, and (8) management of school plant maintenance. (FS)

ED 032 737

EF 003 570

Brown, Linda And Others

Condensed Task Report on Programs to Finance Ohio's School Facilities to Ohio Department of Education.

Battelle Memorial Inst., Columbus, Ohio. Columbus Labs.

Pub Date Nov 68

Note—43p.

Available from—Dr. Russell A. Working, Div. of Research, Planning and Development, 71 East State Street, Room 205, Columbus, Ohio 43215

EDRS Price MF-\$0.25 HC-\$2.25

Descriptors—*Construction Needs, Construction Programs, Educational Economics, *Educational Finance, Facility Requirements, Financial Support, School Construction, *School Planning, *State Aid, *State Programs

The areas of (1) facilities planning and programming, and (2) facility financing are examined with regard to their potential for improved educational innovation. In the first area, the report deals with the ways in which local facilities planning can be improved through both local action and increased leadership by the Ohio Department of Education. In the second area, the report deals with the present state program for school buildings in Ohio, and ways in which that program may be improved. Following a description of the current buildings situation, needs for state action are discussed. This is done by considering the Ohio Department of Education's objectives and identifying any gaps that exist between these objectives and current performance in the school facilities area. Evaluations are presented of both short-run and long-run alternatives to school facility financing programs. (FS)

ED 032 738

EF 003 647

Distribution of School Facilities. Southern Part of Moore County, North Carolina.

Educational Research Services, Inc., White Plains, N.Y.

Pub Date Feb 65

Note—40p.

EDRS Price MF-\$0.25 HC-\$2.10

Descriptors—*County School Systems, Enrollment Projections, *Facility Expansion, Facility Inventory, *School Buildings, School Construction, *School Planning, *School Redistricting, School Zoning

A report and recommendations are presented concerned with the distribution of public school facilities in Moore County, North Carolina and the possible methods of district organization for the most efficient operation of such facilities. The nature of the educational services of the school systems is examined; projections of school enrollments made; and the existing school buildings analyzed with regard to safety, their present adequacy, and their adaptability to present and future educational programs. Proposals are set forth concerning the organization of the southern part of Moore County into a more effective school district plan. Recommendations are included for a long-range school building program for the southern part of the county under the various organizational alternatives. (FS)

ED 032 739

EF 003 650

A Master Plan Program of Requirements for the Francis Jefferson Coates Country Campus of the Missouri School for the Blind.

Educational Research Services, Inc., White Plains, N.Y.; Pearce and Pearce, Inc., St. Louis, Mo.

Spons Agency—Missouri State Dept. of Education, Jefferson City.

Pub Date Jan 66

Note—34p.

EDRS Price MF-\$0.25 HC-\$1.80

Descriptors—Blind, *Blind Children, Building Design, *Campus Planning, Educational Specifications, Facility Case Studies, *Facility Expansion, *Facility Guidelines, *Human Engineering

Facility requirements are presented for the indoor and outdoor living and learning facilities and areas of the proposed Francis Jefferson Coates Country Campus of the Missouri School for the Blind in St. Louis. The requirements were developed in view of the major goals and purposes of the institution—to provide exposure to a variety of learning and recreational experiences, which are not generally available within the confines of the city school, and thus broaden the awareness of students about nature and outdoor activities in their preparation for life. Diagrammatic representations of proposed facilities and area relations are included. (FS)

ED 032 740

EF 003 690

Nelson, Daniel Z.

[Does Combined Occupancy Space Work?]

Pub Date 7 Oct 69

Note—4p.; Speech given at the Annual Conference of the Council of Educational Facilities Planners, (46th, Memphis, Tenn., Oct 6-9, 1969)

EDRS Price MF-\$0.25 HC-\$0.30

Descriptors—Bond Issues, *Building Design, Capital Outlay (for Fixed Assets), Educational Finance, Facility Expansion, *Flexible Facilities, *School Buildings, *School Construction, School Design, School Planning, *Urban Schools

The New York Educational Construction Fund, created in 1966 to carry out an imaginative new program of urban development by constructing public schools as part of multiple use structures, maximizes the use of land by developing school sites for residential and commercial construction, using air rights over the schools. It raises funds by selling tax exempt bonds and notes. The Fund is authorized to receive payments for air rights plus payments in lieu of taxes are used to retire bonds. Multi-use buildings add a new dimension to community development, leading to a greater identification among school, home, and business. In addition the sizes of new schools can be economically reduced, creating a more personal atmosphere. (NI)

ED 032 741

24

EF 003 719

Goodfriend, Harvey J. Mosher, Robert

A Preliminary Investigation into an Integrated Approach to the Planning of Higher Educational Facilities. Final Report.

Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-I-153

Pub Date Aug 69

Grant—OEG-9-9-140153-0010-057

Note—124p.

EDRS Price MF-\$0.50 HC-\$6.30

Descriptors—*Bibliographies, *College Planning, *Community Colleges, Educational Administration, Educational Planning, *Facility Expansion, *Higher Education, Operations Research, Simulation

Findings are presented of a preliminary investigation into an integrated approach to the planning of higher education facilities. Problems confronting college and university planners are defined; factors affecting current conditions isolated; and opportunities for seeking solutions suggested. In this first step of a two-phase program, resources available to planners are surveyed, and the process of facilities planning is reviewed. A bibliography of recent literature in the areas of community colleges, educational technology and the new media, facilities planning, higher education, and urban colleges, is presented. Also included is a list of organizations, agencies, and other sources of information. Observations and findings are offered regarding the planning of fifteen new community colleges. In addition, results of an experiment in which these observations and findings were tested by simulating the planning of a hypothetical urban college are presented. Also

included is a summary outline of the second phase of the project. (FS)

ED 032 742

EF 003 720

Wakefield, Howard E. Bloomfield, Byron C.

Educational Facilities Literature 1968. A Bibliographic Review.

Wisconsin Univ., Madison. ERIC Clearinghouse on Educational Facilities.

Pub Date Sep 69

Note—19p.

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors—*Bibliographies, *Building Design, Building Operation, Design Needs, *Educational Administration, Facility Case Studies, Programming, Publications, *School Maintenance, *School Planning

An interpretive bibliography is presented of 1968 publications having direct relevance to the planning, programming, design, administration, or operation of educational facilities. Introductory comments are directed to—(1) a framework for understanding educational facilities, (2) the status of research on facilities and the learning environment, and (3) the emphasis given educational facilities in the literature delineated in the bibliography. The sections into which the citations are organized are—(1) administration of educational facilities, (2) environmental criteria, (3) programming and planning facilities, (4) facilities design, (5) operation and maintenance of physical plant, (6) case studies and special facilities, and (7) bibliographies. (FS)

ED 032 743

EF 003 785

Isler, Norman P.

Planning in Higher Education. An Interpretive Bibliography. Part I: Facilities and Space Utilization.

Wisconsin Univ., Madison. ERIC Clearinghouse on Educational Facilities.

Pub Date Nov 69

Contract—OEC-1-7-07883-5095

Note—46p.

EDRS Price MF-\$0.25 HC-\$2.40

Descriptors—*Bibliographies, *Campus Planning, *College Buildings, *College Planning, Facility Case Studies, Facility Inventory, Facility Requirements, Facility Utilization Research, *Higher Education, Space Utilization

The references included were drawn from the documents received and processed to date by the ERIC Clearinghouse on Educational Facilities, and are organized into the following sections—(1) procedures for making facilities and space utilization studies, (2) uses of the computer for facility and space requirements, (3) facilities inventory procedures, (4) research space requirements, and (5) case descriptions of space and facility utilization studies. (FS)

ED 032 744

EF 003 786

Isler, Norman P.

Planning in Higher Education. An Interpretive Bibliography. Part II: Campus Planning.

Wisconsin Univ., Madison. ERIC Clearinghouse on Educational Facilities.

Pub Date Nov 69

Contract—OEC-1-7-07883-5095

Note—42p.

EDRS Price MF-\$0.25 HC-\$2.20

Descriptors—*Bibliographies, Building Design, *Campus Planning, *College Buildings, *College Planning, Facility Expansion, Higher Education, *Urban Universities

The references included were drawn from the documents received and processed to date by the ERIC Clearinghouse on Educational Facilities, and are organized into the following sections—(1) guidelines and concepts in campus planning, (2) planning the urban college, (3) mathematical and computer aids in campus planning, (4) the architect and college buildings, (5) planning the physical plant, and (6) further bibliographies in campus planning. (FS)

ED 032 745

EF 003 787

Isler, Norman P.

Planning in Higher Education. An Interpretive Bibliography. Part III: Special Facilities in Higher Education Planning.

Wisconsin Univ., Madison. ERIC Clearinghouse on Educational Facilities.

Pub Date Nov 69

Contract—OEC-1-7-07883-5095

Note—40p.

EDRS Price MF-\$0.25 HC-\$2.10

Descriptors—*Arts Centers, *Bibliographies, Campus Planning, College Buildings, *College Planning, Higher Education, *Parking Facilities, *Science Facilities, Student Unions, Traffic Circulation

The references included were drawn from the documents received and processed to date by the ERIC Clearinghouse on Educational Facilities, and are organized into the following sections—(1) fine arts and communications arts facilities, (2) science facilities, (3) campus traffic facilities, and (4) miscellaneous special facilities. (FS)

ED 032 746 EF 003 788

Isler, Norman P.

Planning in Higher Education. An Interpretive Bibliography. Part IV: Case Histories in Campus Planning.

Wisconsin Univ., Madison. ERIC Clearinghouse on Educational Facilities.

Pub Date Nov 69

Contract—OEC-1-7-07883-5095

Note—44p.

EDRS Price MF-\$0.25 HC-\$2.30

Descriptors—*Bibliographies, *Campus Planning, *College Buildings, *College Planning, Educational Needs, Enrollment Trends, Feasibility Studies, Higher Education, *Master Plans, Relocation

The references included were drawn from the documents received and processed to date by the ERIC Clearinghouse on Educational Facilities, and are organized into the following sections—(1) master development plans, (2) state plans for higher education, (3) campus location, and (4) moving the campus. (FS)

ED 032 747 EF 003 789

Isler, Norman P.

Planning in Higher Education. An Interpretive Bibliography. Part V: Financial Aspects of Higher Education Planning.

Wisconsin Univ., Madison. ERIC Clearinghouse on Educational Facilities.

Pub Date Nov 69

Contract—OEC-1-7-07883-5095

Note—19p.

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors—*Bibliographies, *Campus Planning, College Planning, Construction Costs, Educational Economics, *Educational Finance, *Financial Needs, *Financial Support, Higher Education, Resource Allocations

The references included were drawn from the documents received and processed to date by the ERIC Clearinghouse on Educational Facilities. The thirteen documents include treatments of the following areas—(1) the financial planning phase of a total campus plan, (2) legislative control, (3) allocation formulae, (4) the unit cost approach, (5) construction financing for academic facilities and student housing, (6) land acquisition, and (7) the role of the department of physical plant. (FS)

ED 032 748 EF 003 790

Isler, Norman P.

Planning in Higher Education. An Interpretive Bibliography. Part VI: The Community and Junior College.

Wisconsin Univ., Madison. ERIC Clearinghouse on Educational Facilities.

Pub Date Nov 69

Contract—OEC-1-7-07883-5095

Note—64p.

EDRS Price MF-\$0.50 HC-\$3.30

Descriptors—*Bibliographies, Case Studies (Education), *College Buildings, *College Planning, *Community Colleges, Educational Finance, Facility Requirements, *Junior Colleges, Library Facilities, Site Selection

The references included were drawn from the documents received and processed to date by the ERIC Clearinghouse on Educational Facilities, and are organized into the following sections—(1) philosophical considerations, (2) guidelines for planning the physical plant, (3) financial aspects of junior and community college planning, (4) space requirements for junior and community colleges, (5) the junior and community college site, (6) libraries and study facilities, and (7) individual case examples. (FS)

ED 032 749 EM 000 211

Tyler, I. Keith

Instructional Television and Radio in the Detroit Public Schools, Survey and Recommendations; Report of a Special Survey Group in Coopera-

tion with the National Project for Improvement of Televised Instruction.

Spons Agency—Detroit Public Schools, Mich.

Pub Date Jan 67

Note—234p.

Available from—I. Keith Tyler, School of Education, Ohio State University, Columbus, Ohio 43209

Document Not Available from EDRS.

Descriptors—Curriculum Development, Educational Change, *Educational Radio, *Educational Television, *Social Change, Staff Utilization, Surveys

Identifiers—Detroit, Table D Note

This final report of a 1966 survey of instructional radio and television in Detroit schools consists of a consolidation of the reports of a team of consultants each covering a specialty area which was derived from the objectives of the survey. The organization, development, and objectives of the survey are detailed in a first section, and the history and future plans of educational broadcasting in Detroit are presented in a second section. The subsequent seven sections deal with the areas of specialty: changes in emphases and trends in educational programs and specific subject areas due to societal change; the present situation of instructional television, the functions of instructional television and radio, and the advantages of "table d'hôte" approach; the engineering implications of a full scale use of educational broadcasting in Detroit (with detailed technical recommendations); recommendations for present and future broadcast production; operating and production policies and a plan for staff utilization; organizational relationships of broadcasting activities in Detroit; and programing suggestions in relation to societal change. A summary and list of recommendations are presented in a tenth section. (SP)

ED 032 750 EM 006 842

Smith, Karl U. Smith, Margaret Foltz

Cybernetic Principles of Learning and Educational Design.

Pub Date 66

Note—529p.

Available from—Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, N. Y. 10017 (\$9.95)

Document Not Available from EDRS.

Descriptors—Behavior, Behavioral Science Research, Behavioral Sciences, Behavior Change, *Behavior Theories, *Cybernetics, Educational Environment, Educational Experiments, Educational Methods, *Educational Psychology, Educational Research, Educational Television, Feedback, *Human Engineering, Individual Psychology, Learning, Learning Motivation, Learning Processes, *Learning Theories, Man Machine Systems, Multimedia Instruction, Psychology, Stimulus Behavior, Theories

This book presents the cybernetic theory of learning and the evidence which supports it. Learning is more than the openloop forming of new stimulus-response associations—it is a process of reorganization of sensory feedback within a closed loop, or pattern, which increases the learner's level of control over his own behavior and the stimuli in his environment. Thus learning is space-organized rather than time-organized. After reviewing the evolutionary development of human learning and its differences from its animal counterpart, the book discusses the meaning of present experimental evidence on learning and shows how human learning is dependent on the design of the learning situation, especially the techniques and the instruments of education. Lastly the implications of the concept of feedback learning are discussed in terms of modern educational technology, especially audiovisual systems and teaching machines. A general overview of learning theories other than behavior cybernetics is included. (BB)

ED 032 751 EM 007 003

Hansen, Duncan N. And Others

Computer Assisted Instruction Center. Semiannual Progress Report; July 1, 1967 through December 31, 1967. Report Number 6.

Florida State Univ., Tallahassee. Inst. of Human Learning.

Pub Date 1 Jan 68

Note—239p.

Available from—Computer-Assisted Instruction Center (CAI Center), Institute of Human Learning, Florida State University, Tallahassee, Florida 32306

EDRS Price MF-\$1.00 HC Not Available from EDRS.

Descriptors—Behavioral Sciences, *Computer Assisted Instruction, Discrimination Learning, Educational Testing, Feedback, Information Retrieval, Instructional Aids, Learning Processes, *Media Research, Media Technology, Physics Instruction, Program Descriptions, Reinforcement, *Science Instruction, Social Welfare, Student Attitudes, *Student Personnel Services, *Systems Approach, Teacher Placement, Teacher Recruitment

The greater part of this progress report embraces a series of research reports which represent empirical findings during the 1967 academic year. They range from results derived from the first field testing of the college physics, multi-media CAI course, through a series of specific experimental studies focusing on learning and adaptive variables open to manipulation within CAI. One part of the report depicts plans and phased objectives for the major projects within the CAI Center. Plans are continued for a collegiate physics course, the CAI course in social welfare, and the Intermediate Science Curriculum Study course. Activities have been inaugurated for teacher recruitment and placement, the use of systems concepts within education, and accompanying data management and analysis programs required to facilitate research efforts. Another section presents studies in progress, and these range from the use of CAI in collegiate counseling processes to the use of the CAI system to study discrimination processes under varying attitudinal reinforcement conditions. An appendix is provided. [Not available in hard copy due to marginal legibility of original document.] (Author/GO)

ED 032 752 EM 007 162

Report on Research into the Effectiveness of Medical Television Programmes, February, 1966 - July, 1967.

London Univ. (England). Association for the Study of Medical Education.

Pub Date Feb 68

Note—53p.

EDRS Price MF-\$0.25 HC-\$2.75

Descriptors—Audiences, Educational Television, *Health Occupations Education, Medical Services, *Occupational Surveys, Physicians, *Professional Continuing Education, Professional Education, Professional Training, Questionnaires, *Refresher Courses, Televised Instruction, Television, Television Surveys, Television Viewing

Identifiers—BBC, British Broadcasting Corporation, Independent Television, ITV

A study was initiated to assess the effectiveness of broadcast television in the post-medical education of practicing doctors in Britain. High quality programs presenting new medical knowledge were broadcast in an effort to promote continuing education of general practitioners working away from centers of medical sciences. Studies using mailed questionnaires and interviews to assess the breadth and reaction of the viewing audience revealed that a remarkably low number of doctors (7% to 21%) tuned in the programs. Reactions from sample panels of viewers tended to be unresponsive. Although the study is small, sporadic and not statistically significant, making it impossible to draw conclusions about defects in particular programs, the overall conclusion is that the programs were not having a serious educational impact. (BB)

ED 032 753 EM 007 169

Manheim, Theodore And Others

Sources in Educational Research. A Selected and Annotated Bibliography; Volume I: Parts I-X.

Pub Date 69

Note—317p.

Available from—Wayne State University Press, Detroit, Michigan 48202 (\$8.98)

Document Not Available from EDRS.

Descriptors—Annotated Bibliographies, Annual Reports, Bibliographies, Comparative Education, *Curriculum Research, Directories, Doctoral Theses, *Educational Research, Encyclopedias, Government Publications, Instructional Technology, *Library Collections, Library Science, Masters Theses, Periodicals, Publications, Reading Materials, Reference Books, Research Reviews (Publications), Resource Materials, Yearbooks

This handbook serves as an introduction to the research literature in the various fields of educa-

tion, citing those titles considered to be most useful to the graduate student or advanced undergraduate making his first acquaintance with educational research. The first part, *Educational Research-General*, cites and annotates those tools with which every student engaged in educational research should be familiar. The following sections are devoted to mathematics, social studies, library science, comparative education, science, music, instructional technology, language arts-reading and composition, grammar, handwriting, listening, literature, speech, spelling. The overall organization of materials is based on progression from the general to the specific, with comprehensive tools such as encyclopedias, dictionaries and guides, appearing first, and proceeding through to specialized sources. Arrangement within most of the major groups is based on usage, with those items having the greatest potential appearing first—except periodicals which are arranged alphabetically by title—followed by items of historical significance or of more specialized scope. (Author/MM)

ED 032 754 EM 007 198

Greenhill, Leslie P. Tyo, John
Instructional Film Production, Utilization and Research in Great Britain, Canada and Australia (Rapid Mass Learning). Technical Report. Pennsylvania State Univ., University Park. Coll. of Education.

Spons Agency—Office of Naval Research, Port Washington, N.Y. Special Devices Center.
Report No.—SDC-269-7-1
Pub Date 1 May 49

Note—31p.
EDRS Price MF-\$0.25 HC-\$1.65

Descriptors—Audiovisual Aids, *Film Production, *Film Production Specialists, Filmstrips, *Film Study, Government Role, *Instructional Films, Large Group Instruction, *Mass Instruction, Media Research, Media Technology, Military Training, Production Techniques, Universities
Identifiers—Australia, Canada, Great Britain

Part of a larger research program to determine the principles of effective production and utilization of filmic instructional devices, this paper deals with activities in Great Britain, Canada, and Australia. Activities in each of these countries form the basis for each of the three chapters of this report. The chapter on Great Britain describes: The British tradition in documentary films, instructional films during the war, instructional films in education, the use of instructional films in universities, instructional film research, the producers of instructional films, and organizations interested in promoting the development of instructional films. It ends with references and an appendix describing the technique of factual film production in Great Britain. The report on Canada discusses the National Film Board of Canada and its functions, production facilities, the distribution and exhibition of films, and the documentary tradition. The chapter on Australia comprises reports on audiovisual aids in military training and in education, and concludes with references. (GO)

ED 032 755 EM 007 203

Carpenter, C. R. And Others
The Classroom Communicator (Rapid Mass Learning). Technical Report. Pennsylvania State Univ., University Park. Coll. of Education.

Spons Agency—Office of Naval Research, Port Washington, N.Y. Special Devices Center.
Report No.—SDC-269-7-14
Pub Date Oct 50

Note—33p.
EDRS Price MF-\$0.25 HC-\$1.75

Descriptors—Audience Participation, Audiovisual Instruction, *Educational Research, *Electromechanical Aids, Instructional Aids, Instructional Films, Instructional Technology, Instrumentation, Mass Instruction, Measurement Instruments, Methods Research, Polygraphs, *Test Interpretation, *Test Scoring Machines
Identifiers—*Classroom Communicator

The Classroom Communicator, an experimental machine built at Pennsylvania State College, is both a research and a mass teaching aid device. It will record and measure reactions of individuals in an audience, almost instantaneously, and will help improve the rate and effectiveness of learning. This report shows in detail that, to a large extent, the experimental model meets its pre-design functional requirements. The Communica-

tor will handle multiple-choice objective tests, or attitude scales, in such a way that the results are available directly after the conclusion of the test. Furthermore, the instructor or experimenter can see immediately how each individual responds to each item in the test. After its experimental stage, the machine may serve as a starting point for other models designed for other specific functions, and its design suggests future adaptations for use in mammoth organizations, such as the U. S. Congress and the United Nations, where results of votes, for example, need to be analyzed, summarized and made known immediately, and where complete records of the responses of individuals participating in policy making or decision groups may be needed. (GO)

ED 032 756 EM 007 207

Nelson, H. E. And Others
Comparison of the Audio and Video Elements of Instructional Films; (Rapid Mass Learning). Technical Report.

Pennsylvania State Univ., University Park. Coll. of Education.

Spons Agency—Office of Naval Research, Port Washington, N.Y. Special Devices Center.

Report No.—SDC-269-7-18

Pub Date Nov 50

Note—18p.

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—*Audiovisual Aids, *Audiovisual Instruction, *Aural Learning, Comparative Analysis, Educational Research, Film Study, Information Theory, Instructional Aids, Instructional Films, Learning, *Mass Instruction, Methods Research, *Visual Learning

Two experiments which compare the effectiveness of the auditory and visual elements in instructional films in order to study their relative contributions to learning are described in this paper. Two films dealing with aerodynamics were used in one experiment, and one film dealing with desert survival was used in the other. Multiple choice item tests were constructed covering the information in each film. Some of the items were based on information contained in the visuals, others on the commentary, and a third group on information to be found in both the visual and audio channels. Some items were visual, and some verbal. The aerodynamics films were shown to 430 ROTC trainees divided at random into eight test groups. The experiments, concerned with the overall effectiveness of the audio and video elements, yielded the following main conclusions: (1) Significant learning accrues from the presentation of the film as a whole, and from the presentation of either the audio or video channel alone. 2. Neither channel is consistently better than the other. 3. Both channels together are consistently better than either one alone. 4. In general, hearing the sound track in the dark appears to be slightly superior to hearing it in the light. (GO)

ED 032 757 EM 007 258

Testing and Further Development of an Operational Model for the Evaluation of Alternative Title I (ESEA) Projects.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—ESEA-1; OE-BESE

Pub Date 68

Contract—OEC-0-8-001681-1822-099

Note—222p.

Available from—ABT Associates Inc., 55

Wheeler Street, Cambridge, Mass. 02138

EDRS Price MF-\$1.00 HC Not Available from EDRS.

Descriptors—*Academic Achievement, Achievement Tests, Classroom Environment, *Compensatory Education Programs, *Cost Effectiveness, *Culturally Disadvantaged, Dropout Prevention, Educational Research, Learning Motivation, *Models, Program Effectiveness, Programming, Research Tools, Research Utilization, Resource Allocations, Socioeconomic Background, Student Alienation, Student Attitudes, *Student School Relationship, Teaching Quality, Time Sharing, Truancy

The Office of Education Cost Effectiveness model (OECE), developed in this project to be computer programmed in a time-sharing computer language, enabled educators to compare proposals for compensatory education and to examine the long-range results of proposed and existing programs. It is based on two main hypotheses—bolstered by a number of other as-

sumptions: that the impedance of students to learning will go down as the quality and quantity of personal services provided by the school go up; and that achievement of students can be improved, with or without reducing impedance, or by increasing the amount and quality of instruction. The model is limited in scope and is best used as an aid to decision-making. It cannot allocate funds to specific communities, select the best combination of programs, or prescribe exact expenditures. Individual school districts and researchers may now use it, as its internal and external parameters are now set, and in such a way that users of the model can set as many parameters as they require without distorting the model. This report includes recommendations concerning the use of the model, an analysis of sample model runs, and appendices relevant to the use of the model, changing the model, program organization, and flow charts. [Not available in hard copy due to marginal legibility of original document.] (GO)

ED 032 758 EM 007 274

Wendt, Paul R. Woelflin, Leslie
Simulation of Computer-Assisted Instruction (Formerly Developing Concepts in Physics and Geography at the Senior High School Level by Simulation of Computer-Assisted Instruction). Final Report.

Central Midwestern Regional Educational Lab., St. Ann, Mo.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Oct 68

Contract—OEC-3-7-062875-3056

Note—23p.

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors—Autoinstructional Aids, Branching, College Libraries, College Preparation, *Computer Assisted Instruction, Computer Oriented Programs, High School Students, Libraries, *Library Instruction, *Library Material Selection, Library Science, *Library Skills, Programmed Instruction, Seniors, Simulation

In an attempt to determine whether information and skills necessary to use a university library could be taught in high schools by a method of branching pictorial programming, a series of experiments were conducted with the assistance of high school seniors and college freshmen, juniors and seniors. In Experiment 1, Carbondale High School Students were compared with the College Picture and Print Group. Experiment 2 compared University School and College, Picture-Print and Audio only. Experiment 3 was a comparison of high school classes against the college group on by-passes attempted and successful by-passes. Comparison of University School and College Audio-only was the subject of the fourth experiment. Experiment 5 was concerned with Carbondale Community High School and College, Picture-Print, and grade point. The last experiment, number 6, was a comparison of Picture-Print and Picture-Audio high school groups by GPA levels. Conclusions are detailed at the end of each experiment, and there is an appendix of 15 tables detailing scores in the experiments. (Author/GO)

ED 032 759 EM 007 300

Roberts, Karlene H.

Understanding Research: Some Thoughts on Evaluating Completed Educational Projects. An Occasional Paper from ERIC at Stanford.

Stanford Univ., Calif. ERIC Clearinghouse on Educational Media and Technology.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jul 69

Note—32p.

EDRS Price MF-\$0.25 HC-\$1.70

Descriptors—Administrative Policy, Control Groups, Data Analysis, Decision Making Skills, Educational Policy, *Educational Research, Educational Researchers, Evaluation Criteria, Evaluation Methods, Evaluation Techniques, Experimental Groups, Hypothesis Testing, Models, *Policy Formation, Reliability, *Research Criteria, Research Design, Research Methodology, Research Problems, Research Skills, *Research Utilization, Sampling, Statistical Analysis, *Validity

In order to make policy decisions, educators must evaluate educational research proposals and projects. Findings immediately related to practice are often inadequate, omitting the theoretical establishment of principles by which we can ex-

plain and predict the phenomena of our world. These theoretical linkages to the practical world of decision-making occur more frequently as researchers form more innovative hypotheses and design both innovative and rigorous investigative procedures. A research report should present a clear statement of what was studied, the method used in studying it; specification of how the data were analyzed, the results of the study, and conclusions and interpretations. The research evaluator must seek a logical presentation of the problem, since this will partially determine the researcher's ability to develop adequate methodology. The hypothesis must be defined, the sample chosen carefully for stated reasons, the design determined to be valid, and the dependent and independent variables defined and measured. Each study is only a single block in the construction of a theory applicable to educational policy making. No study is without flaws or takes into account all the variables of today's world. Knowledge of research evaluation, therefore, is essential. (MM)

ED 032 760 24 EM 007 313

Mulac, Anthony John
An Experimental Study of the Relative Pedagogical Effectiveness of Videotape and Audiocassette Playback of Student Speeches for Self-Analysis in a Basic Speech Course. Final Report.

Eastern Michigan Univ., Ypsilanti.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No.—BR-7-E-005

Pub Date Dec 68

Grant—OEG-3-7-070005-1927

Note—234p.

EDRS Price MF-\$1.00 HC-\$11.80

Descriptors—Audiovisual Aids, Aural Learning, Basic Skills, Feedback, Language Skills, Oral Communication, Public Speaking, Reinforcement, Self Evaluation, Speaking Activities, Speech Education, Speech Evaluation, Speech Improvement, Speech Instruction, Speech Skills, Tape Recordings, Teaching Techniques, Video Tape Recordings, Visual Learning

Identifiers—Price Speech Performance Rating Scale

To test the relative pedagogical value of electronic feedback within the Eastern Michigan University's fundamentals of speech program, the following general hypothesis was established: the greater the completeness and accuracy of student speech performance feedback, the greater the degree of speech skill a student will later exhibit. Feedback was defined as any consequence or result of performance that is perceived by the learner. Behaviorally, three levels of feedback were seen: videotape replay of two class performances with traditional (class and instructor) feedback for all performances; audiocassette replay of two class performances with traditional feedback for all performances; no electronic replay of any class performances but with traditional feedback for all performances. Videotapes of three other speakers were viewed. Native speech skill and improvement were measured by nine evaluators who viewed videotapes of the first and final speeches made by all students. Analysis indicated that subjects who viewed videotapes of two of their class performances demonstrated significantly greater overall speech skill and bodily action, personality, language, and voice skills than the other two groups between whom there were no significant statistical differences. [Photographs in Appendix 2 have been deleted due to poor reproducibility]. (MM)

ED 032 761 24 EM 007 314

Kane, Robert B.

Reducing Proximity Error in Administering the

Semantic Differential. Final Report.

Purdue Univ., Lafayette, Ind. Div. of Education.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No.—BR-7-E-189

Pub Date Sep 68

Contract—OEC-0-8-070189-2508

Note—76p.

EDRS Price MF-\$0.50 HC-\$3.90

Descriptors—Evaluation, Factor Analysis, Item Analysis, Psychological Testing, Questioning Techniques, Questionnaires, Research Methodology, Statistical Analysis, Statistical Data, Statistical Studies, Test Construction, Testing, Testing Problems, Test Interpretation, Test Validity

Identifiers—SD, Semantic Differential

An experimental study examined the possibility that proximity error could bias results from semantic differential questionnaires. Proximity error occurs when, due to the ordering, or polarity, of the differential scales, one answer on the semantic differential results in another answer to a subsequent question being substantially changed from what it would otherwise be. A computer produced a set of semantic differential questionnaires which were controlled for various kinds of proximity error—effects due to order of concept presentation, of adjective presentation, and of order of adjectives within a particular scale. Three experiments were conducted varying questionnaires and types of proximity error. In each experiment all measures indicated no significant differences in response traceable to questionnaire format manipulations, showing that proximity error was not a problem in administering semantic differential questionnaires. (BB)

ED 032 762 EM 007 333

Weisgerber, Robert A., Ed.

Instructional Process and Media Innovation.

Pub Date 68

Note—569p.

Available from—Rand McNally and Company,

P.O. Box 7600, Chicago, Ill. 60680

Document Not Available from EDRS.

Descriptors—Audiovisual Aids, Autoinstructional Aids, Behavioral Objectives, Behavioral Science Research, Computer Programs, Curriculum Development, Curriculum Research, Evaluation Criteria, Experimental Curriculum, Instructional Films, Instructional Innovation, Instructional Materials, Instructional Media, Instructional Technology, Instructional Television, Media Research, Media Technology, Resource Materials, Retarded Children, Teaching Machines

Education should make human use of human resources. Conversely, those elements of instruction and learning which are non-human in nature are appropriate for technological implementation. Research findings in the latter area make possible the utilization of technology in education. Part I of this book considers the relationship of media to: curriculum, acquisition of skills, concepts, and understandings; to attitude development; and to creativity. The second part discusses public schools, higher education, and adult education. Part III looks at art, science, social studies, humanities, business, retarded children, and the economically and culturally deprived. Part IV discusses computers, films, and television; their educational history and impact; and present directions. The final section treats the implications of instructional objectives for learning; location, selection, and production of teaching and learning resources; the follow-up of use of audiovisual materials, and criterion-referenced testing for the measurement of educational outcomes. (MM)

ED 032 763 EM 007 337

Knirk, Frederick G., Ed. Childs, John W., Ed.

Instructional Technology; A Book of Readings.

Pub Date 68

Note—300p.

Available from—Holt, Rinehart and Winston,

Inc., 383 Madison Avenue, New York, N. Y.

10017 (\$5.95)

Document Not Available from EDRS.

Descriptors—Audiovisual Communication, Change Agents, Computer Assisted Instruction, Computers, Cybernetics, Educational Facilities, Educational Finance, Information Retrieval, Information Services, Instructional Films, Instructional Materials, Instructional Materials Centers, Instructional Media, Instructional Technology, Library Materials, Multimedia Instruction, Programmed Materials, School Design, Systems Approach, Systems Concepts, Technological Advancement

A set of 31 articles has been organized to provide a basis for understanding instructional technology—the use of instructional methods as they are integrated into the total program system. Several major areas are examined: the social and cultural implications of technology; the characteristics of readily available audiovisual media and their associated materials; instructional systems concept; the theory of information storage and retrieval and techniques related to instructional technology; the influence of school plant design on the use of media; the effect of media and materials on the economics of instruction, and learning and communication theory as

related to the use of media. Some of the more specifically discussed ideas are: educational films, multimedia instruction, school libraries, central data banks, computers and programed instruction, systems analysis and cybernetics concepts, equipment reliability, policy and decision making in education, and the impact of rapid technological change on our expectations in education. Some of the readings provide a bibliography. A subject index to all readings is appended. (JY)

ED 032 764 EM 007 339

Lynch, Helen C.

Handbook for Classroom Videotape Recording.

Pub Date 69

Note—31p.

Available from—Southeastern Educational Cor-

poration, Inc., 3450 International Boulevard,

Atlanta, Georgia (upon request)

Document Not Available from EDRS.

Descriptors—Classroom Observation Techniques, Educational Equipment, Educational Objectives, Equipment Maintenance, Instructional Improvement, Interpersonal Relationship, Language Usage, Operating Engineering, Self Evaluation, Student Participation, Student Teacher Relationship, Teacher Improvement, Teaching Techniques, Video Tape Recordings

This guide is designed to increase the effectiveness of using portable videotape equipment in classrooms for improving instruction. A first section stresses the importance of defining goals before taping and selecting the particular type of taping best suited to the goal. Another section details technical procedures for the videotape operator in setting up and placing equipment in the classroom, guides for the operator while taping, and suggestions for minimizing technical interruptions. A third section offers essential items needed for a minimum portable videotaping system and advice on purchasing, and a fourth presents three levels of videotape viewing for teacher self-analysis: casual viewing from which the teacher derives points for improvement; structured viewing during which the teacher observes specifically those points derived from the casual viewing, and interdisciplinary analysis of language features, interpersonal relations, sociological features, and educational features in the classroom. The final section reiterates the usefulness of videotape recordings in professionalizing the relationship between teachers and administrators and in improving instruction through developing a capacity for self-evaluation in teachers. (SP)

ED 032 765 EM 007 345

Brown, James W., Ed. And Others

AV Instruction Media and Methods; Third Edition.

Pub Date 69

Note—621p.

Available from—McGraw-Hill Book Company,

330 West 42nd Street, New York, N. Y. 10036

(\$11.50)

Document Not Available from EDRS.

Descriptors—Autoinstructional Aids, Educational Television, Multimedia Instruction, Programed Instruction, Systems Approach, Video Tape Recordings

In addition to updating material covered in the second edition and providing more illustrative material, this edition attempts to offer a systematic approach to the integration of instructional aids into the curriculum. It discusses the use of significant new developments in instructional technology-multimedia packages or kits, programed instruction, computer assisted instruction (CAI), and video tape recordings. The directory of sources, glossary subject reference guide, and bibliographies have also been updated. (JY)

ED 032 766 EM 007 355

Schramm, Wilbur Nelson, Lyle

Communication Satellites for Education and

Development—The Case of India. Volume Two.

Stanford Univ., Calif. Inst. for Communication

Research.

Spons Agency—Agency for International

Development, Washington, D.C.

Pub Date Aug 68

Note—274p.

EDRS Price MF-\$1.25 HC-\$13.80

Descriptors—Communication Satellites, Community Benefits, Cost Effectiveness, Developing Nations, Educational Television, Electronic

Equipment, *Feasibility Studies, Heterogeneous Grouping, *Indians, Mass Media, Media Technology, National Demography, National Programs, Production Techniques, Program Planning, Radio, Technical Assistance, *Television, Television Research, World Problems
 Identifiers—AIR, Air India Radio, INCOSPAR, Indian National Committee on Space Research, NASA, National Aeronautics and Space Administration

India, like many developing nations, must soon make a decision about satellite television. National integration, upgrading and extending education, strengthening the vocational and technical components of education, modernizing agriculture, family planning, teaching literacy—the stated goals of the Indian government—could be more easily achieved with a national television network. Capital investment and operating costs for such a program are high; less expensive alternatives should be considered. An adequate technical and personnel base would be necessary for reliable service—which means training programs and industrial modernization if the country is not to be dependent on outside help. A department must be established to control and organize the program. If satellite television is to be employed, the problems of access to satellite technology, coverage area and spillover, and heterogeneity of the viewing audience must be solved. It is probable that, in the case of India, the best way to provide an economical, reliable, national network, with service to the villages, is to move gradually in the direction of a system employing direct television broadcast from a satellite. Appendices include data about Indian demography, education and information systems, and present plans for television. An annotated bibliography is included. (JV)

ED 032 767 EM 007 364
Graduate Instruction via Telephone.

Supplementary Education Center, Homer, N.Y.
 Finger Lakes Region.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—ESEA; PL-89-10

Pub Date [68]

Grant—OEG-3-7-703900-5204

Note—19p.

Available from—Finger Lakes Region Supplementary Educational Center, P.O. Box 118, Homer, N. Y. 13077

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors—Diagnostic Teaching, *Diagnostic Tests, *Graduate Study, Instructional Media, *Reading Diagnosis, *Reading Difficulty, Student Attitudes, Teachers, Teaching Methods, *Telephone Instruction

Identifiers—*Finger Lakes Region Supplementary Educational Cen, FLRSEC

Sixty-nine teachers in 14 school districts were taught reading diagnosis by telephone in a study to determine whether the telephone can be used to spread instruction over a wide area. Sixty-one of the student/teachers were tested against 15 others who received instruction in the conventional manner. Conclusions drawn from both studies were as follows: Students taught by telephone did as well as the others and, though they were disturbed by the fact that they could not see the instructor, felt that this disadvantage was offset by the convenience of the telephone system. The instructor declared that he had few difficulties after initial troubles of a technical nature had been eliminated. The telephone system was found to be a useful tool in graduate instruction and capable of being used to extend the influence of the college instructor to a wider audience. (GO)

ED 032 768 EM 007 369

Morgan, Robert M.

A Review of Educational Applications of the Computer, Including Those in Instruction, Administration and Guidance. A Series Two Paper from ERIC at Stanford.

Stanford Univ., Calif. ERIC Clearinghouse on Educational Media and Technology.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Aug 69

Note—13p.

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—Behavioral Objectives, *Computer Assisted Instruction, *Computer Oriented Programs, Computer Science Education, Cost Ef-

fectiveness, Demonstration Centers, Educational Administration, Educational Change, *Educational Improvement, *Educational Technology, Individualized Instruction, Occupational Guidance, Problem Solving, Systems Approach, Time Sharing

The educational applications of computers for instruction, administration, and vocational guidance are herein reviewed. Reports on recent trends in computer-assisted instruction and computer-managed instruction toward forming behavioral objectives and reducing learning time and implementation costs provide an introduction for a description of the Office of Education's proposed program, a Computer Utility for Educational Systems (CUES). The CUES program; designed to provide demonstration centers of feasible and economic computer applications (including administrative data processing, a course in computer technology, integrated problem solving, and vocational training) is defined at some length, and the problems and costs of implementing computer systems are discussed. Next, the value of computers in career decision processes and in individualizing instruction (including the development of sequenced behavioral objectives) is illustrated through references to projects. Finally, barriers to change are examined and a case is presented for the utilization of a systems approach to effect educational improvement. A bibliography is included. (SP)

ED 032 769 EM 007 417

Prince, J. D.

A Practitioner's Report; Results of Two Years of Computer Assisted Instruction in Drill-and-Practice Mathematics. For the Period June 15, 1967 to May 30, 1969. Progress Report Number 3.

Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—ESEA-3; OE-BESE

Pub Date May 69

Grant—OEG-3-7-704721-5096

Note—38p.

EDRS Price MF-\$0.25 HC-\$2.00

Descriptors—*Arithmetic, *Computer Assisted Instruction, *Electronic Data Processing, Elementary School Mathematics, Mathematical Enrichment, *Mathematics Instruction, Tables (Data)

Identifiers—CAI, Elementary and Secondary Education Act, ESEA

The initial purpose of using the Suppes-Stanford CAI Mathematics Drill-and-Practice Program in the McComb, Mississippi, schools was to determine its practicality in a district remote from the developers of the program. It has been found that a significant educational difference exists between groups of children who received computer-assisted instruction and those control groups which received only traditional instruction. The results are especially remarkable among classes of disadvantaged Negro children and appear to be a feasible technique for closing the educational gap between disadvantaged children and those from more affluent segments of society. The McComb schools administration feel that CAI is a visible educational system but that present problems concerning costs, lack of sufficient programs, the plurality of computer languages and the inappropriateness of computer design for educational purposes occasion doubts as to its widespread implementation. Some possible solutions to these problems are suggested. Bibliography, diagrams, and tables are included. (SH)

ED 032 770 EM 007 420

Maccoby, Nathan And Others

Criteria for the Production and Selection of Film for the Classroom: A Preliminary Study.

Stanford Univ., Calif. Inst. for Communication Research.

Spons Agency—Santa Clara County Office of Education, San Jose, Calif.

Pub Date Aug 69

Note—40p.

EDRS Price MF-\$0.25 HC-\$2.10

Descriptors—Audiovisual Aids, Audiovisual Communication, Educational Research, *Evaluation Methods, *Evaluation Techniques, *Film Production, *Film Study, Instructional Design, *Instructional Films, Instructional Materials, Production Techniques, Sound Films, Teaching Techniques

Identifiers—Olive Industry

The current practice in most schools of selecting instructional films on the basis of their availability and compatibility with particular curricula does not allow the evaluation of the film's effectiveness in achieving its ultimate goal, namely, significant learning in the pupil. This study explores a method of evaluating a particular film and of producing a film with greater ability to teach. The verbal message of the film is broken into paragraphs concerned with common topics. Questions testing the information contained in each paragraph are administered to two groups, one which has heard only the sound track of the film and one which has seen the entire film. The improvement in the ability of the students to answer questions after seeing the complete audiovisual presentation, which is significant, provides a test for the effectiveness of each part of the instructional film. However, the relationship between quiz item, answer alternative, and the instructional film, reveals itself to be unexpectedly complex. (BB)

ED 032 771

EM 007 422

Woolman, Lorraine

The Effect of Video-Taped Single Concept Demonstrations in an In-Service Program for Improving Instruction.

Houston Univ., Tex. Bureau of Educational Research and Service.

Pub Date 69

Note—68p.

Available from—Bureau of Education Research and Services, College of Education, University of Houston, Houston, Texas 77004 (\$2.50)

EDRS Price MF-\$0.50 HC-\$3.50

Descriptors—Classroom Techniques, *Demonstrations (Educational), Educational Improvement, Instructional Design, *Instructional Improvement, Microcounseling, *Microteaching, School Personnel, Supervisory Methods, Teacher Behavior, Teacher Characteristics, Teachers, Teacher Supervision, *Teaching Methods, Teaching Styles, Teaching Techniques, *Training Techniques, Video Tape Recordings

In an age of rapid change in school buildings, materials and curriculum, classroom teaching has not kept pace with progress in other areas. Continuous re-education is needed to maintain the competence of teaching personnel already in service. One way of providing this instruction is through the use of video tape techniques to demonstrate good teaching practice. Video tape has the advantage of providing realistic demonstrations in different teaching conditions and allowing instruction without disrupting normal school functions. This study investigated the effectiveness of video-taped demonstrations in changing practices and viewpoints of different types of teachers when used in varying ways. Video-taped demonstrations had a positive effect on quality of teaching, the greatest change occurring in those rated as needing the greatest improvement and among the highly motivated. Young teachers learned strategies faster but older teachers adapted learning more effectively to the classroom situation. Principals were fair raters of teacher improvement. A review of teacher training techniques and a bibliography are included. (BB)

ED 032 772

EM 007 424

Pryluck, Calvin

Structure and Function in Educational Cinema.

Final Report.

Purdue Univ., Lafayette, Ind.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-7-E-081

Pub Date 15 Apr 69

Grant—OEG-3-7-078135-3139

Note—79p.

EDRS Price MF-\$0.50 HC-\$4.05

Descriptors—Codification, Cognitive Processes, Communication (Thought Transfer), Concept Teaching, Educational Experience, *Films, *Film Study, *Instructional Films, *Learning Experience, Media Research, Nonverbal Communication, *Semiotics, Structural Analysis, Symbolic Language, Symbolic Learning

Teaching with films has largely been limited to the attainment of the simpler educational objectives such as factual and perceptual motor skills learning. Here is an attempt to define the characteristics of filmic communication in order that it may be applied to more complex educational

aims. Language and filmic symbolism are compared to facilitate coding through varying levels of complexity. Problems raised by this form of structural analysis are discussed within the framework of the codification. A functional analysis is also made of filmic communication, in which film is conceived of as a system of implementation with the potential for the conceptual manipulation of the environment. It is felt that the effects of filmic communication are accountable to a process termed coding transformation, during which the characteristics of the symbol system transform experience in such a way as to supplement individual cognitive processes. It is also felt that the inherent characteristic of film as a symbol system is its inductive nature, which is highly valuable in communicating those aspects of educational development such as discovery, inquiry training, reflective teaching, hypothetical mode or, generically, inductive teaching. References, tables, coding models and schematic diagrams are presented. (SH)

ED 032 773 48 EM 007 443

Vento, Charles Joseph

A Systems Approach for Automating the Cataloging and Distribution of Educational Motion Pictures. Final Report.

University of Southern California, Los Angeles. Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-6-8910

Pub Date May 69

Grant—OEG-1-7-068910-3715

Note—260p.; Thesis submitted to the School of Education of the University of Southern California, Los Angeles

Available from—University Microfilms, A Xerox Company, Ann Arbor, Michigan 48106 (MF \$3.25, Xerography \$16.90)

EDRS Price MF-\$1.00 HC Not Available from EDRS.

Descriptors—Audiovisual Aids, *Audiovisual Centers, Audiovisual Instruction, *Automation, Cataloging, Educational Television, *Equipment Utilization, Films, Instructional Films, *Instructional Media, Instructional Television, Media Technology, Systems Analysis, *Systems Approach, Systems Concepts, Systems Development, Teaching Machines

Identifiers—Audio Visual Education Association, AVEAC, California Association of School Librarians, CASL

A new transmission system utilizing the already existing media is imperative to the efficient utilization of the audiovisual materials available as teaching aids to the educator. Current practices in audiovisual distribution cause frequent frustrations in availability. It is also difficult to find up-to-date cataloging that teachers can refer to. Research was undertaken to determine the major problems of existing media centers, and an in-depth study was made of the Sacramento Unified Schools Instructional Materials Center and of the Alameda County Schools Curriculum Materials Center, both large California districts. A computer-controlled system is suggested which will carry with it new possibilities for instructional film use but possible under the present manual system. The proposed system is addressed to the problem of making materials available for classroom use in the most expeditious manner possible. The system involves multi-purpose computer terminal stations in each school with access to a regional computer center. Recommendations are made for further study to define engineering requirements, for financial aid programs to implement the system, and for pertinent legislative reform, as well as for training for the media specialist and "re-education" for educational film producers. [Not available in hard copy due to marginal reproducibility of original document]. (SH)

ED 032 774 EM 007 445

Toward a Significant Difference: Final Report of the National Project for the Improvement of Televised Instruction, 1965-1968.

National Association of Educational Broadcasters, Washington, D.C.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date [69]

Note—43p.

EDRS Price MF-\$0.25 HC-\$2.25

Descriptors—Autoinstructional Aids, *Behavioral Objectives, Communications, Consultants,

*Educational Change, Educational Technology, Elementary Education, Equipment Utilization, Film Production, *Input Output Analysis, *Instructional Television, Secondary Education, Seminars, *Systems Approach, Workshops

A three-year National Project for the Improvement of Televised Instruction was devised to develop a plan for using instructional television (ITV) in education. The project placed major emphasis on learning efficiency and a systems approach and used two sources of continuing information: a National Seminar on Learning and Television and a Field Consultant Service. It was found that ITV was deprecated by educators and educational television broadcasters alike, that the use of ITV was spotty and optional, that emphasis in ITV productions was placed on teaching inputs rather than learning outputs, and that teachers were not aware of the use of educational technology in facilitating educational change. As a result of these findings, an inservice self-instructional course kit and problem-oriented workshops (on the societal, state, and individual urban school district levels) were devised to acquaint educators with the process of systematically analyzing objectives and problems in terms of the learner and to use educational technology to implement comprehensive educational change. In addition, a group of educators visited Samoa to examine the school systems there which operate on the basis of a systems approach and which use educational technology extensively. (SP)

ED 032 775 EM 007 446

Science Programming and the Audiences for Public Television. An Evaluation of Five Programs in the NET "SPECTRUM" Series.

National Educational Television, New York, N.Y. Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 69

Note—43p.; [Appendix A, "Mail Questionnaire" is included with document; Five other appendices are excluded.]

EDRS Price MF-\$0.25 HC-\$2.25

Descriptors—Audiences, *Educational Television, Instructional Television, Mass Instruction, Program Effectiveness, *Program Evaluation, *Public Television, *Science Education, Science Instruction, Televised Instruction, Television, Television Research, Television Surveys, Television Viewing

Identifiers—National Educational Television, NET

To assess public response to five science programs shown on National Educational Television, questionnaires were sent to selected high school and university science teachers, and two programs were shown in private screenings to sample groups of adults and students. Responses to the questionnaires showed that a large majority of those answering had a favorable impression of the scientific presentation of the programs, but focussed concern on the ability of the lay public to understand the scientific material involved. In the private screenings, because there were no experimental tests to determine learning systematically, all learning over chance was taken to be significant, and on this criterion the films were felt to produce significant information gain by the viewers. It was felt by all groups that the science programs encouraged and maintained interest in science. (BB)

ED 032 776 EM 007 447

Anastasio, Ernest J. And Others

Computer-Assisted Item Writing—II. (Sentence Completion Items).

Educational Testing Service, Princeton, N.J.

Report No.—TDM-69-1

Pub Date Jun 69

Note—13p.; Paper presented at National Council on Measurement in Education (Annual, Los Angeles, California, Feb. 1969)

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—Computational Linguistics, Computer Oriented Programs, Computer Programs, Educational Research, *Item Analysis, Linguistics, Machine Translation, Multiple Choice Tests, Programming, Semantics, Sentence Diagramming, Sentence Structure, Structural Analysis, *Test Construction, Testing, Test Selection

A study to facilitate computer generation of test items succeeded in developing a set of criteria which could be used by a computer to select sentences suitable for sentence completion question items. The sentence completion item

requires the student to complete a sentence from which one or more words have been deleted. Analysis of 110 appropriate test sentences showed that they often could be characterized by sentence length, internal punctuation, and use of conjunctions and prepositional phrases. These criteria were used (without writing a computer program) to analyze a magazine essay, and the sentences thus selected were submitted to experienced sentence completion writers who found them suitable for use. Further research will involve the actual writing of the program to select appropriate sentences as well as an attempt to develop a computer ability to generate its own test items. (BB)

ED 032 777 EM 007 449

Research and Development in the Educational Materials Industries.

Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.

Pub Date 69

Note—73p.

Available from—Institute for Educational Development, 52 Vanderbilt Ave., New York, N.Y. 10017 (\$8.00)

Document Not Available from EDRS.

Descriptors—Development, Educational Resources, Institutional Research, *Instructional Improvement, Instructional Materials, Instructional Technology, *Material Development, Media Research, *Production Techniques, Publishing Industry, *Research, Textbook Research, Textbooks

Under the sponsorship of the Carnegie Corporation and the Ford Foundation, a study was instituted to examine research and development in the educational materials industry. Using the open-ended interview method, data was collected from executives of major book publishers and their subsidiaries, and producers of materials other than books. Interviews were designed to uncover information concerning the respondent's perceptions of what constitutes research and development for the industry, the actual practices and procedures which constitute the research and development process for his company, and his perception of the company's role in the educational process. A provocative work paper was also sent to some carefully selected publishers for their comments and corrections. Sixteen annotated replies were obtained. This data was analyzed to reveal the dimensions of the research and development process in theory and practice. No accurate definition of research and development was arrived at that could be applied universally to the educational materials industry. Two dimensions felt to be useful when examining research and development were the locus of control and the degree of technological complexity. A bibliography is appended along with a list of participating companies. (JY)

ED 032 778 EM 007 450

Stolurow, Lawrence M. Klare, George R.

Project CREATES. First Annual Report 1968-69.

Harvard Univ., Cambridge, Mass. Computation Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—ESEA-3; PL-89-750

Pub Date 15 Jun 69

Grant—OEG-0-8-031083-4369-039

Note—59p.; Appendix not available from EDRS Available from—(including appendix) ERIC Clearinghouse on Adult Education, Syracuse University, 107 Roney Lane, Syracuse, New York 13210

EDRS Price MF-\$0.50 HC-\$0.05

Descriptors—*Adult Basic Education, Adult Education, Adult Education Programs, Adult Learning, *Adult Reading Programs, Cloze Procedure, Computer Assisted Instruction, Computer Oriented Programs, Curriculum Development, *Curriculum Evaluation, *Instructional Materials, Instructional Materials Centers, Language Instruction, Publications, Readability, *Reading Instruction, Reading Material Selection, Reading Research

Identifiers—Combined Resources for Editing Automated Teaching, CREATES, Harvard University Computer Aided Instruction

Project CREATES stands for Combined Resources for Editing Automated Teaching to Enlighten Students, the Harvard University Computer-Aided Instruction Laboratory's part of "A Multi-Agency Developmental Adult Basic Educa-

tion Program." The major emphases of Project CREATES have been in the area of program and procedure development for computer-aided revision of instructional materials and the area of computer instruction of reading and language skills. Work has also been done on analytic-generative computer programs to aid editors and writers in text revision, and on the development of new programs for Adult Basic Education. The Computer Aided Instruction training reported was carried out in the Learning Center established in the Roxbury section of Boston. The first training session was still in process when the report was written, and definite test results were unobtainable. However, the work done by Project CREATES personnel from the inception of the program to the time of writing are covered in detail under the categories: Personnel, Publications, Meetings, and Research and Development. An appendix containing most of the publications, technical reports and notes mentioned in the report is obtainable from Syracuse University. A glossary of acronyms, Personnel list, and a schematic diagram of the program are included (SH).

ED 032 779 24 EM 007 455

Silber, Kenneth H.

An Experimental Study of the Degree of Affective Response Elicited by Several Mediated and Non-Mediated Instructional Methods. Final Report.

University of Southern California, Los Angeles. Dept. of Instructional Technology.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-1-082

Pub Date Feb 69

Grant—OEG-9-8-081082-0119-010

Note—279p.; Thesis submitted to the School of Education of the University of Southern California, Los Angeles

EDRS Price MF-\$1.25 HC-\$14.05

Descriptors—*Affective Behavior, Classroom Materials, Films, Instruction, Instructional Aids, Instructional Films, Instructional Materials, Instructional Media, Literature Reviews, *Measurement Instruments, Measurement Techniques, *Media Research, Phonotape Recordings, Research Criteria, Research Design, Slides, Student Motivation, *Teaching Techniques

An experimental study evaluated affective response by students to various teaching media—films, slides, and audio tapes. Goals involved rating the media as to the degree of affective response (emotional involvement or attitudinal learning) each could elicit over non-mediated, teacher presentation of the same material. Affect was defined as increase in interest (measured through capillary pulse pressure) and subsequent action (selecting a book on the subject of instruction). Results showed no significant difference between non-mediated students of different kinds on the variable of interest as measured through capillary pressure, suggesting that this measurement is too insensitive (especially when taken after, not during, testing). Films proved able to elicit more subsequent action (book selections) than all other media combined, and was the only one of the media tested able to create affective response significantly greater than controls. A review of psychological literature and a bibliography are included. (BB)

ED 032 780 24 EM 007 456

Bruha, John J.

Stimulus Approach Tendencies of Learners as a Factor in Instructional Materials Evaluation. Final Report.

University of Southern California, Los Angeles.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-9-1-081

Pub Date Jun 69

Grant—OEG-9-8-081081-0118-010

Note—114p.; Thesis submitted to the School of Education of the University of Southern California, Los Angeles

EDRS Price MF-\$0.50 HC-\$5.80

Descriptors—*Affective Behavior, Evaluation Criteria, *Evaluation Techniques, Film Study, Instructional Films, Instructional Materials, Measurement Instruments, *Measurement Techniques, Overt Response, Pictorial Stimuli, *Polygraphs, Research Problems, Response Mode, *Stimulus Behavior, Student Attitudes, Teacher Attitudes, Visual Stimuli

The purposes of this study were: (1) to validate capillary pulse pressure as an indicator of affective response, (2) to determine whether teachers and students respond similarly to instructional films, (3) to determine whether positive affective response yields greater cognitive learning, and (4) to determine whether capillary pulse pressure can be used to identify scenes within films which yield negative affective responses. The major instrument of this study was the psychophysical response of the viewer as measured by capillary pulse pressure. Analysis of data showed (1) no dependence between overt and pulse pressure evaluation of students and adults who viewed the films, (2) no dependence between capillary pulse pressure and cognitive learning, and (3) no dependence between student and adult pulse pressure evaluations. It is possible to differentiate amongst scenes as to which will yield the strongest negative response in either group of evaluators. It may be that pulse pressure is not an adequate indicator of anything; or that techniques used for measurement need refining; or that pulse pressure is a response to an as yet undefined stimulus. Further study is in order. Some specific recommendations as to its character are made. Supplements include a bibliography, material used to conduct the tests, and statistical data. (JY)

ED 032 781 24 EM 007 457

Atkinson, Richard C. Lorton, Paul, Jr.

Computer-Based Instruction in Spelling: An Investigation of Optimal Strategies for Presenting Instructional Material. Final Report.

Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-1-026

Pub Date Apr 69

Grant—OEG-9-8-000026-0076-010

Note—28p.

EDRS Price MF-\$0.25 HC-\$1.50

Descriptors—Autoinstructional Methods, *Computer Assisted Instruction, Computer Programs, Educational Technology, Learning Processes, *Learning Theories, *Mathematical Models, *Paired Associate Learning, Programed Instruction, Research Tools, Rote Learning, *Spelling Instruction, Teaching Methods, Teaching Techniques, Word Lists

Two mathematical models of paired-associate learning were used to develop optimal strategies for presenting spelling words to 42 elementary school children. The study was conducted within a computer-based drill-and-practice project. For the study two computer programs were developed. One program presented and corrected the lists of words. The other program planned lessons for each child as a function of the mathematical model the words represented, the words the child was studying, and the child's performance on the words. An analysis of the correct responses made by each child through the study demonstrated that the strategy derived from the One Element Model produced significantly better terminal performance than the strategy developed from the Single Operator Linear model. (Author)

ED 032 782 24 EM 007 458

Chapin, June R.

The Financial Support and Usage of Computer Centers in Higher Education. Final Report.

Notre Dame Coll., Belmont, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-1-066

Pub Date Jun 69

Grant—OEG-9-8-081066-0128-010

Note—38p.

EDRS Price MF-\$0.25 HC-\$2.00

Descriptors—Capital Outlay (for Fixed Assets), Computer Oriented Programs, *Computers, Costs, Digital Computers, Educational Facilities, *Educational Finance, Electronic Equipment, Equipment Utilization, *Facility Case Studies, Facility Inventory, *Federal Aid, *Financial Support, Higher Education, Operating Expenses, Program Costs, Statistical Data, Universities

With data obtained from a National Science Foundation Survey on Computers in higher education, the differences in the pattern of costs and usage of computer centers at higher learning institutions on the West Coast and comparative in-

stitutions in the rest of the nation were analyzed. Doctoral granting institutions of the West Coast are strikingly different from those of the rest of the nation. In comparison with other institutions, the public doctoral granting institutions of the West Coast are highly dependent on federal funds for their computer centers, think in big terms for expansion, depend on and use federal funds in many computer activities, and have a different usage pattern in some subject areas. Private doctoral institutions also have a greater reliance on federal funds for their computer centers. In many respects, the public West Coast doctoral institutions are closer to the pattern of a private West Coast institution than to equivalent Eastern doctoral granting public institutions. There is great value in analyzing sub-sets since some of the differences between regions, and between public and private institutions are causing distortions in the national pattern. (Author/JY)

ED 032 783 24 EM 007 459

Banister, Richard E.

Comparison of Two History Instruction Methods: Radio Broadcasting and Visual Aids Versus Individualized Instruction with Audio-Visual Aids. Final Report.

Mount San Jacinto Coll., Gilman Hot Springs, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-1-137

Pub Date Jul 69

Grant—OEG-9-9-140137-0007-057

Note—16p.

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—American History, *Audiovisual Instruction, Community Colleges, *Community Education, Curriculum Development, *Educational Radio, Filmstrips, *History Instruction, Instructional Design, Instructional Materials, Junior Colleges, *Multimedia Instruction, Programed Instruction, Radio, Tape Recordings, Teaching Methods

Two American history courses taught by different multimedia methods were compared. Each course was semi-automated in order to free the instructor's time for question and answer periods. One experimental group of junior college students took the course using FM radio, an illustrated syllabus, and student response sheets. Another group took the same subject on campus using a combination of tapes, filmstrips, student response sheets, and seminars. The radio students were able to conduct a discussion with their instructor by calling the radio station each night that the program was presented. A t-test was run to compare the mean scores of these two groups on two mid-term tests and one final test. A statistical analysis of the data determined that there was no significant difference at the 1% level of confidence in the learning of the two groups. It was felt that the course could be successfully taught by radio and thus fulfill the college's responsibility for community education. (Author/JY)

ED 032 784 24 EM 007 460

Fraleigh, Lawrence E., Jr.

Chart-Recorded Capillary Pulse Pressure Measurement as an Unobtrusive Means of Detecting Unspecified Frame-Specific Flaws in Programmed Instruction Sequences: An Experimental Study. Final Report.

University of Southern California, Los Angeles. School of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-1-161

Pub Date May 69

Grant—OEG-9-9-140161-0012-057

Note—291p.; Thesis submitted to the School of Education of the University of Southern California, Los Angeles

EDRS Price MF-\$1.25 HC-\$14.65

Descriptors—Affective Behavior, *Cognitive Measurement, Covert Response, Doctoral Theses, Educational Improvement, Evaluation Techniques, Instructional Technology, *Measurement Instruments, *Measurement Techniques, Polygraphs, *Programed Instruction, *Program Evaluation, Programming, Programming Problems, Psychophysiology

Capillary pulse pressure measurement may have potential as a covert but direct means of determining a subject's level of effort as he encounters the frame-by-frame content of pro-

grated instruction. An experiment was designed which called for recording the capillary pulse pressure of subjects as they worked through some programmed instruction sequences that had specific flaws deliberately inserted in them. It was hypothesized that the record of capillary pulse pressures would show characteristics which would independently reveal these encounters without the need for further overt interaction with the subjects. Each of the high school students had a small pulse transducer taped to the end of his finger. As he worked through the specially prepared programs, the data obtained was recorded on a chart recorder. It was found that capillary pulse pressure characteristics vary from person to person, but individuals may still be placed in one of a small number of type-groups. Variation in the magnitude of an individual's capillary pulse pressure occurs both as a long term and as a short term phenomenon. It is possible to determine from the charts the level of involvement of a given subject. Samples of charts obtained, statistical charts, tables, and a bibliography supplement the report. (JY)

ED 032 785

EM 007 469

Hedl, John Joseph, Jr.

A Systematic Investigation of Three Facets of Programmed Instruction: Tutorial Assistance of Study, Explanation of Incorrect Answers, and the Spacing of High-Difficulty Frames. Technical Report Number 4.

Florida State Univ., Tallahassee. Inst. of Human Learning.

Spons Agency—Office of Naval Research, Washington, D.C.

Pub Date 69

Note—95p.

EDRS Price MF-\$0.50 HC-\$4.85

Descriptors—Educational Technology, *Feedback, Individual Study, Learning Theories, *Programmed Instruction, Student Attitudes, *Student Role, *Teacher Role, *Time Factors (Learning), Tutoring

To examine the effects of varied roles, forms of feedback, and error spacing on subject attitudes and learning in programmed instruction (PI), 125 students in an introductory psychology course were randomly assigned to treatment groups differentiated by three ways of spacing error-producing frames (spaced, semi-massed, and massed), two forms of feedback (knowledge of results or explanation), and three subject roles (teacher, pupil, or individual). Over 12 days, subjects completed a pretest, an attitude toward instructional media scale, study of the course material, a posttest, a computer-based testing attitude scale, and another posttest to assess the effects of explanation on learning. Results of analyses of variance of the data showed significant learning of course material for all students between pre- and posttest scores, that individual role subjects performed better than teacher and pupil role subjects, that feedback in the form of explanation was more effective than knowledge of results, and that the method of spacing error-producing frames did not adversely affect student attitudes toward PI. In addition, it appears that attitudes toward PI and computer-based testing were generally dependent on the number of errors made on the tests, and that student attitudes toward technology did not affect performance. (SP)

ED 032 786

EM 007 470

Foley, J. W. And Others

Establishing an Educational Data Processing Center. Automation Education Monograph Series.

Iowa Univ., Iowa City. Iowa Educational Information Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 69

Contract—OEC-3-6-06-1502-0429

Note—88p.

Available from—Iowa Educational Information Center, East Hall Annex, University of Iowa, Iowa City, Iowa 52240

Document Not Available from EDRS.

Descriptors—Administration, Computer Based Laboratories, Computer Programs, Computers, Consultants, *Data Processing, *Education Service Centers, Evaluation Techniques, Information Dissemination, Information Sources, *Information Systems, Initial Expenses, Objectives, Operating Expenses, *Program Planning, *School Services, Staff Role, Systems Analysts

Identifiers—ACCESS Data Center, Iowa, Schools Information Center

Two regional educational data processing centers, operating in the field of school planning and services, are described in detail and used as examples to aid in establishing similar information systems. Instructions for creating a center are offered in general: developing an event chart and defining objectives, scope, staff characteristics, expenses, and evaluation methods. More detailed information is offered for planning the centers (including sources of information, financial planning, and procedures); for the immediate, long range, and future goals of the centers; for economical, coordinated operational activities; for center staff education requirements and responsibilities in the areas of administration, consulting, systems and programming, operations, and services and conversion; for computerized services offered by a center to local schools (such as scheduling, mark and attendance, machine test scoring, and payroll and school census); for the types of hardware and software available, and factors to consider in applying them; for methods used in disseminating information concerning the center (workshops, publications, convention displays); for types of system evaluations possible and categories for measuring performance, and for determining areas of cost in the center. (SP)

ED 032 787

EM 007 471

Hansen, Duncan N. Dick, Walter

The Data World of CAI. Tech Memo No. 8.

Florida State Univ., Tallahassee. Computer-Assisted Instruction Center.

Spons Agency—Office of Naval Research, Washington, D.C.

Pub Date 15 Sep 69

Note—20p.

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—*Computer Assisted Instruction, Computer Programs, Cybernetics, *Data Analysis, Data Processing, Electromechanical Technology, *Electronic Data Processing, *Information Processing, Input Output Analysis, Programming, Programming Languages, Relevance (Information Retrieval), Research Problems, Research Tools, *Sorting Procedures, Taxonomy

Misunderstandings on the part of the researcher as to the computer's capability, coupled with the inability of the computer system to function efficiently, has often handicapped the research activities in computer assisted instruction (CAI). A new data system is being developed to resolve these problems. A Delete/Sort program has been designed to allow the author to obtain only relevant information, and to specify output and analysis parameters. To maximize the potential of the IBM 1500/1800 for CAI use, an overlapping input-output routine is to be developed. Since CAI response data is already partially ordered, the use of an internal sequence sensitive bi-directional sort procedure may be advantageous. To improve the data management and analyses operation, in order that more sophisticated research may be performed, the role of the researcher will be studied as he executes the primary steps in utilizing the CAI system—(1) preparation of the experimental materials, (2) the monitoring of the experiment itself, and (3) the supervision of the post experimental data analysis. (JY)

ED 032 788

24

EM 007 474

Carpenter, Thomas H.

The Utilization of Instructional Television in Music Education. Final Report.

East Carolina Univ., Greenville, N.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-8306

Pub Date 1 Jun 69

Contract—OEC-2-6-058306-1292

Note—435p.

EDRS Price MF-\$1.75 HC-\$21.85

Descriptors—College Curriculum, Electronic Equipment, Elementary School Curriculum, *Instructional Media, Media Technology, *Music Education, Program Administration, *Program Development, Teacher Attitudes, Teaching Techniques, *Telecourses, *Television Instruction, Television Curriculum, Television Surveys, Television Teachers

A review of literature germane to the subject helps provide an introduction to this study whose object is to identify the trends and practices that have occurred in television teaching of music

from the late 1940's to the present. Other purposes of the study are to categorize and analyze the content and developing program formats of current televised music education programs, and to investigate the potential of television for teaching music. This report sets out the methodology and the sources of the data employed in the study. The music instruction programs at 17 educational television centers are described. The report includes a chronological account of the growth and development of televised music instruction, a presentation and analysis of data collected, and a summary of findings and conclusions which lead to specific recommendations. Samples of material used to collect data, data tables, and a subject index supplement the report. (JY/GO)

ED 032 789

24

EM 007 475

Karweit, Nancy Livingston, Samuel A.

Group Versus Individual Performance and Learning in a Computer Game: An Exploratory Study.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-1610

Pub Date Sep 69

Grant—OEG-2-7-061610-0207

Note—26p.

EDRS Price MF-\$0.25 HC-\$1.40

Descriptors—Autoinstructional Aids, *Computer Assisted Instruction, *Computer Oriented Programs, Decision Making, *Educational Games, Educational Technology, Evaluation Methods, Game Theory, Group Experience, Grouping (Instructional Purposes), *Group Instruction, Instructional Media, Program Evaluation, *Simulation, Teaching Techniques

The major hypotheses of this experiment were that students who play a computer game in teams of two or three will perform at least as well as those who play the game individually, and that teams of two or three students will be at least as successful in the game as individual students. Sixth graders of high academic ability were divided into four groups. Three of the groups played a computer game: one group played alone, one played in pairs, and one in threes. The fourth group did not play the game. All the subjects then took a test designed to measure learning from the game. No significant differences in learning were observed, but there was a statistically significant tendency for boys to play the game faster than girls. A difference in the machines used to play the game produces no consistent or significant effects. Appendices give some statements from the game and the test questions. (Author/JY)

ED 032 790

24

EM 007 476

Ihrke, Walter R.

An Experimental Study of the Effectiveness and Validity of an Automated Rhythm Training Program. Final Report.

Connecticut Univ., Storrs.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-A-008

Pub Date Mar 69

Grant—OEG-0-8-000008-0227-010

Note—150p.

EDRS Price MF-\$0.75 HC-\$7.60

Descriptors—*Autoinstructional Programs, *Automation, Feedback, Learning Processes, Manuals, Models, *Music Education, *Music Reading, *Programmed Instruction, Tape Recordings, *Teaching Methods

A study was devised to determine the validity and effectiveness of applying automation concepts to rhythm instruction in music. Students from two semesters of a music class for the classroom teacher were divided randomly into experimental and control groups with 21 in the former and 29 in the latter. The experimental group read music from a training manual, listened to a two-channel tape consisting of background music and model rhythm music, played a rhythmic sequence to the background music on an organ, and received feedback indicating rhythmic errors from an electronic rhythm monitor. Control group students received traditional course instruction. Pre- and posttests consisted of music selections for which the rhythm was recorded by students; the posttest selections were longer and more melodic, and were played with fewer repeti-

tions than the pretest selections. Mann-Whitney U-test results showed a high degree of effectiveness and validity, indicating that automated rhythm training techniques are a useful supplement to music instruction. A rhythm training manual which was developed for the project is included. (SP)

ED 032 791 EM 007 478
Hechinger, Fred M. And Others
The Electronic Revolution in the Classroom: Promise or Threat?

Council for Basic Education, Washington, D.C.
Pub Date Mar 68
Note—37p.
Available from—Council for Basic Education, 725 Fifteenth Street, N.W., Washington, D.C. 20005 (\$2.25)

EDRS Price MF-\$0.25 HC-\$1.95

Descriptors—Automation, Computer Oriented Programs, *Cybernetics, *Education, Educational Equipment, Educational Finance, Educational Problems, *Educational Technology, *Electromechanical Aids, Electronic Equipment, *Equipment Evaluation, Instructional Improvement, Instructional Media, Media Technology, Programmed Instruction, Program Evaluation, Technological Advancement

Three authorities in the field of education offer their views on the technological revolution in instructional materials. Fred Hechinger, education editor of the New York Times, discusses the range of devices available, from film strips to computers. He feels that industry is oversold on the future of educational technology, both because of the generally conservative views of educators and the misunderstandings prevalent about the process of education. John Henry Martin, Senior Vice-President of Responsive Environment Corporation, designates American education, particularly urban education, a complete failure. He cites the benefits to be gained from applying dollar value productivity measures to the acquisition of instructional materials and media. What is needed is a better understanding of the process of learning itself, and an application of that understanding to media development and use. Louis B. Wright, director of the Folger Shakespeare Library, takes a social historian's viewpoint of the process of education. He feels that the technological revolution has not yet faced the unchanging character of human nature. The control and manipulation of technology for human ends, he concludes, is a great challenge. (JY)

ED 032 792 EM 007 481
Rahmlow, Harold F.

Use of Student Performance Data for Improvement of Individualized Instructional Materials.
American Institutes for Research, Palo Alto, Calif.; Westinghouse Learning Corp., New York, N.Y.

Spons Agency—American Psychological Association, Washington, D.C.
Pub Date 1 Sep 69

Note—27p.; Proceedings of a Symposium, American Psychological Assn., Washington, D.C., Sept. 1, 1969

EDRS Price MF-\$0.25 HC-\$1.45

Descriptors—*Academic Performance, Computers, *Data Analysis, Educational Strategies, Evaluation Techniques, *Feedback, *Individualized Instruction, Instructional Materials, Learning Activities, *Program Improvement, Public Schools, Reading Instruction, Science Instruction, Sequential Approach, Sequential Learning

Identifiers—PLAN, *Program for Learning in Accordance with Needs

The Program for Learning in Accordance with Needs (PLAN) was devised to be self-improving through a system of computer analysis of student performance data. The PLAN instructional program consists of teaching-learning units in various subject areas, such as reading and science, which are composed of self-paced alternative learning activities, objectives, and criterion tests. Two types of student performance data related to specific objectives (derived from statistics for the number of students selecting each option on tests, frequency distributions of student scores on an objective by objective basis, and on a unit by unit basis, and cross validation data on parallel items) and subjective teacher and student judgements. Examination and analysis of these data by computer reveal whether a unit needs refinement or

not; if it does, the data can reveal the difficulty, whether it is a lack of consistency in activities and objectives between learning, a poorly stated problem, inappropriate sequencing of learning activities, or lack of student understanding of the presentation format. (SP)

ED 032 793 EM 007 482

Youngs, Richard C.
The Nurturance of Independence and of Independent Learning in Fourth Grade Children through Inquiry Development. Final Report.
Illinois State Univ., Normal. Metcalf Lab. School. Spons Agency—Illinois State Univ., Normal.

Pub Date Nov 67
Note—59p.

EDRS Price MF-\$0.50 HC-\$3.05

Descriptors—Discovery Processes, *Independent Study, Individual Development, Individual Study, Information Seeking, *Inquiry Training, Instructional Aids, *Instructional Programs, Learning Activities, Learning Motivation, Learning Processes, Motivation, Motivation Techniques, Multimedia Instruction, *Problem Solving, *Program Descriptions, Responsibility, Teaching Techniques

Identifiers—Inquiry Development Program

A set of instructional materials and methods, designated Inquiry Development Program, was designed to teach children how to learn independently. The student was presented with an event which had an outcome that ran counter to his expectations. Motivated by his curiosity, he then searched for an explanation to the discrepancy between what he expected and the actual event. Several avenues of inquiry were offered to assist him in his investigations. To test the program, 71 fourth grade students were divided into three groups—one control and two experimental. The experimental groups used the Inquiry Development Program in addition to their regular curriculum. Pre- and posttests were administered to determine the levels of achievement responsibility and academic achievement in science. A test to measure the level of inquiry was administered afterwards. The results of the tests for independence and academic achievement were compared through an analysis of covariance. The test for inquiry was analyzed by a one-way analysis of variance. The only significant difference was shown to be that the students of the experimental group offered more explanations to a problem situation than did those of the control group. The test materials used and a bibliography supplement the report. (JY)

ED 032 794 EM 007 484
Brooks, Lloyd O.

Shaping Faster Question Answering.
American Institutes for Research, Palo Alto, Calif.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Branch.

Report No.—TR-10
Pub Date Jun 65

Note—77p.
EDRS Price MF-\$0.50 HC-\$3.95

Descriptors—*Achievement Tests, Constructed Response, Instruction, Programmed Instruction, *Reinforcement, Rewards, Scoring, *Teaching Machines, *Testing, *Timed Tests

To test a hypothesis that question answering speed and accuracy can be increased by an automated shaping procedure, a film, "The Analysis of Behavior," was presented individually by a teaching machine during twice-per-week sessions to one high school student and 12 junior college students. Six of the students were informed of monetary rewards for increasing speed as well as accuracy in each of their responses to questions on seven sets of the film while the remaining seven students were informed of monetary rewards for response accuracy only. Student responses to multiple presentations of each set were scored for accuracy (the control condition) and, half of the time, for speed as well (the experimental condition) by a machine providing immediate reinforcement. When frames of the experimental condition responses were compared with frames of the control condition, it was found that scoring and reinforcing for speed were statistically reliable in increasing both speed and accuracy; a statistically significant relationship exists between the number of reinforcements and question answering accuracy and speed. In addition, results showed that instructions could in-

crease performance in periods of infrequent reinforcement. (SP)

ED 032 795 FL 000 900

Magner, Thomas F.
The Folklore of Language Teaching.
Pennsylvania State Modern Language Association.

Pub Date Apr 65
Note—5p.; Paper delivered at the Fall Conference of the Pennsylvania State Modern Language Association, Bucknell Univ., Lewisburg, Pa., October 10, 1964

Journal Cit—Bulletin of the Pennsylvania State Modern Language Association; v43 n2 p59-63 Apr 1965

EDRS Price MF-\$0.25 HC-\$3.35

Descriptors—Audiolingual Methods, College Language Programs, *Language Instruction, Language Laboratories, *Modern Languages, Native Speakers, Pattern Drills (Language), Russian, Secondary Schools, *Second Language Learning, Study Abroad, *Teaching Methods, Textbooks

A university professor examines attitudes and theories relating to foreign language teaching commonly accepted by instructors and students in U.S. high schools and universities. The author attempts to distinguish the factual from the legendary, or the folklore as he refers to it, in such areas as the audiolingual approach, selection of textbooks, language laboratories, native speakers as teachers, the value of study abroad, the choice of a language to be studied, and the introduction of literature in a language program. (DS)

ED 032 796 FL 001 152
Russo, G.A.

A Combined Italian Word List.
National Federation of Modern Language Teachers Association.

Pub Date Apr 47
Note—23p.
Journal Cit—The Modern Language Journal; v31 n4 p218-240 Apr 1947

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors—*Instructional Materials, *Italian, Language Instruction, Reading Materials, Reference Materials, *Second Language Learning, Textbooks, Vocabulary, *Word Frequency, *Word Lists

This list contains 3,173 Italian words with indications of their relative difficulty. The collection was compiled from two earlier selections: (1) the "Knease List" of some 400,000 running words based on 40 Italian literary works published in Italy and scored according to range and frequency, and (2) the "Skinner List" constructed according to range only from the Italian-English vocabularies of 45 Italian textbooks published in the United States. For a related document see ED 026 914. (DS)

ED 032 797 48 FL 001 181
Christensen, Clay Benjamin Shawl, James Robert

A Definition of Achievement Level II in the Control of Spanish Syntax. Final Report.
Washington Univ., Seattle.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-6-8779
Pub Date Aug 68

Contract—OEC-4-7-068779-1514; OEC-4-7-068822-1638

Note—216p.
EDRS Price MF-\$1.00 HC-\$10.90

Descriptors—Articulation (Program), Behavioral Objectives, Course Objectives, Curriculum Development, *Educational Objectives, Language Learning Levels, Language Proficiency, Language Tests, Linguistic Competence, Linguistic Theory, Modern Language Curriculum, Performance Criteria, *Second Language Learning, *Spanish, *Syntax, Teaching Techniques, Test Construction, *Writing Skills

A third volume of a highly articulated set of language materials defines achievement level 2 in the control of Spanish syntax while providing descriptions and interrelationships of vital syntactic structures and expected student performance. The noun phrase, predicate phrase, verbal aspects, adverbials, relativization, noun modification, nominalization, "si" clause, interrogatives, comparison, negation, pronouns, imperatives, exclamations, passivization, alternation of basic sentence patterns, deletions, and conjunctions are

presented. Selected sentences from current audio-lingual teaching materials are offered in a systematic arrangement providing the student with a segmented learning continuum in small units and the teacher with an overview of the structural content. The structuring of syntactic units is based on transformational generative-grammar linguistic principles. Each grouping is presented with an introduction, illustrative examples, and performance tests dealing with auditory comprehension, speaking, reading, and writing. Considerable material is included on objectives of the study, assumptions and hypotheses, and methods and testing. A conclusion, list of references, glossary, tables, and appendices are included. For companion documents see ED 021 514 and FL 001 487. (RL)

ED 032 798

FL 001 204

Holliday, M.A.K. And Others

The Linguistic Sciences and Language Teaching.

Pub Date 64

Note—322p.

Available from—Indiana University Press, 10th & Morton St., Bloomington, Ind. 47401 (\$6.75)

Document Not Available from EDRS.

Descriptors—*Applied Linguistics, Bibliographies, Comparative Analysis, Descriptive Linguistics, English, English (Second Language), *Language Instruction, Language Patterns, Language Usage, Linguistic Patterns, *Linguistics, Linguistic Theory, *Phonetics, *Second Language Learning, Structural Linguistics, Tables (Data), Teaching Methods, Translation

The relation of the linguistic sciences to language teaching and language learning is explored. Part 1 discusses linguistics, phonetics, and their place in the description of language. Relations between language and the people who use it are examined, as well as the place of comparison and translation in the acquisition of a second language. Part 2 discusses the role of linguistics and phonetics in language teaching and learning with special emphasis on studying the native language, learning foreign languages, and English at home and abroad. A 92-item selective bibliography is included. (AF)

ED 032 799

FL 001 249

Lado, Robert

Language Testing: The Construction and Use of Foreign Language Tests. A Teacher's Book.

Pub Date 61

Note—389p.

Available from—McGraw-Hill Book Company, 330 West 42nd St., New York, N.Y. (\$6.95)

Document Not Available from EDRS.

Descriptors—Achievement Tests, Aptitude Tests, Comparative Testing, Cultural Education, Diagnostic Tests, Evaluation Criteria, Item Analysis, *Language Skills, *Language Tests, *Second Language Learning, Statistical Analysis, Student Testing, *Test Construction, *Testing, Test Interpretation, Test Reliability, Test Validity

Intended as a comprehensive introduction to the construction and use of foreign language tests, this book utilizes modern linguistic knowledge as a base for scientific language testing. Major attention in testing is focused on such integrated language skills as auditory and reading comprehension, speaking, writing, translation, and over-all language control. Teaching of cross-cultural understanding and abstract values is also covered. Final chapters on the refinement and use of language tests are devoted to definition and description of norms, validity, reliability, item analysis, scoring, experimental design, and achievement. (AF)

ED 032 800

FL 001 260

MacRae, Margit W.

Teaching Spanish in the Grades.

Pub Date 57

Note—408p.

Available from—Houghton Mifflin, Educational Div., 110 Tremont St., Boston, Mass. 02107 (\$5.95)

Document Not Available from EDRS.

Descriptors—Annotated Bibliographies, *Audiolingual Methods, Audiovisual Aids, Community Resources, Dramatics, Educational Games, *Fles Materials, Fles Programs, Fles Teachers, Grammar, Intonation, Music Activities, Program Planning, Pronunciation, Reading, *Spanish, Teacher Qualifications, *Teaching Methods, *Teaching Techniques, Word Lists

This guide for FLES Spanish teachers combines a discussion of teaching methods and techniques with appendices of teaching materials. Story and dialogue approaches are explained and opportunities for the use of Spanish in the classroom are included. Teaching techniques described include pictures and props, tapes, records, TV, games, songs, choral verse, dramatizations, riddles, and descriptions. Program planning, when to begin reading, checking results, short cuts and timesavers, and the use of community resources are discussed. The appendices contain an outline of methods and materials, remarks on teaching pronunciation and intonation, a grammar outline, lists of Spanish first names, seven original plays and programs, a list of audio aids, an annotated bibliography, and a Spanish-English word list. (AF)

ED 032 801

FL 001 261

Marty, Fernand L.

Language Laboratory Learning.

Pub Date 60

Note—250p.

EDRS Price MF-\$1.00 HC-\$12.60

Descriptors—Audio Active Laboratories, *Audiolingual Methods, Audiovisual Aids, *Course Descriptions, Cultural Awareness, Equipment Maintenance, Equipment Standards, *French, *Language Instruction, Language Laboratories, Language Laboratory Equipment, *Language Laboratory Use, Language Skills, Literature, Phonetics, Phonotape Recordings, Pronunciation Instruction, Reading Skills, Specifications

A basic French course, intended to stress equally the audio-oral and spelling-reading skills, is described. Intermediate courses, specialized courses (in literature, phonetics, stylistics, civilization, and simultaneous interpretation), and the comprehension of scientific material are also discussed. Descriptions of these courses stress the use and role of audio aids, particularly the magnetic tape recording. Chapters on the language laboratory discuss at length the basic principles of sound recording, operating a language laboratory, language laboratory specifications, and types of installations. An English-French vocabulary of language laboratory terminology is also included. (WB)

ED 032 802

FL 001 262

Meras, Edmond A.

A Language Teacher's Guide. Second Edition.

Pub Date 62

Note—363p.

Available from—Harper & Row, 49 East 33rd St., New York, N.Y. 10016 (\$2.95)

Document Not Available from EDRS.

Descriptors—Audiolingual Methods, Audiovisual Aids, Colleges, Cultural Awareness, Educational Objectives, Fles, Grammar Translation Method, *Language Instruction, Language Learning Levels, Language Skills, *Language Teachers, Language Tests, *Methodology, *Modern Language Curriculum, Occupational Information, Secondary Schools, Teacher Role, *Teaching Techniques

Presented in this book for prospective and practicing foreign language teachers is an historical review of language teaching and teaching techniques—some new, some traditional. Presentation and method in relation to scholastic level and pupil interest are discussed, as well as language teaching in the elementary school, the use of audio-visual aids, and curriculum construction. Permanent bases and objectives of foreign language teaching are examined in chapters on dictation, conversation, composition, cultural context, grammar, reading, vocabulary, and pronunciation. Sample tests are included as patterns for constructing examinations. The teacher role in class, in the community, in the school system, and in the foreign language teaching profession are also considered. (CW)

ED 032 803

FL 001 288

Wellek, Rene Warren, Austin

Theory of Literature. Third Edition.

Pub Date 56

Note—375p.

Available from—Harcourt, Brace, & World, Inc., 757 Third Ave., New York, N.Y. 10022 (\$2.25)

Document Not Available from EDRS.

Descriptors—Analytical Criticism, Biographies, Fiction, Fine Arts, Formal Criticism, Historical Criticism, *Literary Analysis, Literary Conventions, *Literary Criticism, Literary Genres,

Literary History, Literary Influences, *Literary Perspective, Literary Styles, *Literature Appreciation, *Literature Guides, Psychology, Symbols (Literary), Textual Criticism, Theoretical Criticism

Methods of studying literature are defined and described. A section on definitions and distinctions investigates literature and literary study; the nature and function of literature; literary theory, criticism, and history; and general, comparative, and national literature. The ordering and establishing of evidence is described. The bulk of the book considers extrinsic and, especially, intrinsic approaches to the study of literature. A discussion of the relation of literature to biography, psychology, society, ideas, and other arts comprises the extrinsic section. The intrinsic section considers mode of existence of a literary work of art, euphony, rhythm, metre, style and stylistics, image, metaphor, symbol, myth, nature and modes of narrative fiction, literary genres, evaluation, and literary history. A 40 page bibliography is included. (AF)

ED 032 804

FL 001 299

Weinreich, Uriel

Languages in Contact: Findings and Problems.

Pub Date 64

Note—148p.; Originally published as Number 1 in the series "Publications of the Linguistic Circle of New York" (New York, 1953)

Available from—Mouton and Co., The Hague, Holland (\$6.00)

Document Not Available from EDRS.

Descriptors—Bibliographies, *Bilingualism, Contrastive Linguistics, Cultural Pluralism, *Descriptive Linguistics, Dialect Studies, Individual Psychology, *Interference (Language Learning), Language Ability, *Language Research, Language Tests, Learning Processes, *Linguistic Theory, Mutual Intelligibility, Psychological Characteristics, Second Language Learning, Sociocultural Patterns, Verbal Communication

A preface by Andre Martinet and a brief discussion of the author's approach to research introduce this descriptive study of bilingualism. Various aspects of interference—lexical, grammatical, and phonic are examined. Major emphasis is focused on the role and influence of sociocultural setting and psychological factors inherent in bilingualism. The effects upon the individual are discussed in an appendix to the work. A comprehensive, indexed bibliography of 658 items is included along with suggested methods and opportunities for further research. (CW)

ED 032 805

48

FL 001 403

National Directory of Latin Americanists;

Bibliographies of 1,884 Specialists in the Social Sciences and Humanities. Hispanic Foundation Bibliographical Series, No. 10.

Library of Congress, Washington, D.C. Hispanic Foundation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 66

Contract—OEC-3-14-030

Note—351p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$2.00)

EDRS Price MF-\$1.50 HC Not Available from EDRS.

Descriptors—Area Studies, *Bibliographies, *Biographies, Data, *Directories, Humanities, Language Proficiency, *Latin American Culture, Linguistic Competence, Social Sciences, Spanish Literature, *Specialists

Identifiers—Hispanic Foundation, *Latin America, Library of Congress

Biographical and bibliographical information gathered during 1964-65 by the Hispanic Foundation is provided on 1,884 United States residents who are Latin American specialists. These specialists in the social sciences and the humanities were selected from two categories: (1) "area" specialists; and (2) "non-area" specialists, often drawn from the physical sciences. The data include vital statistics including major publications and a special indication is made of the second language knowledge of each specialist with an indication of his proficiency in each. An index to subject specialties and an introduction that describes data collection and standards for inclusion are also offered. (AF)

ED 032 806

FL 001 413

Elfant, William L., Ed.

Israel Education Abstracts: A Selected Bibliography of Current and Past Israel Educational Materials. December 1968-March 1969. Vol. 4, No. 1, 1969.

Bar-Ilan Univ., Jerusalem (Israel). Dept. of Education; Israel Program for Scientific Translation, Jerusalem.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—TT-69-55006-1

Pub Date 69

Note—92p.

Available from—IPST Press, Jerusalem, Israel (Cat. No. 5495/1)

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Adult Education, *Annotated Bibliographies, Community Education, Cultural Differences, *Education, Educational Methods, Educational Planning, Educational Problems, *Educational Programs, Family School Relationship, *Foreign Countries, *Higher Education, Instructional Materials, Instructional Program Divisions, Special Education, Units of Study (Subject Fields), Vocational Education Identifiers—Israel

A 122-item bibliography with English abstracts of books and articles in Hebrew provides information on various aspects of education in Israel from December 1968-March 1969. A special section on Israeli higher education 1913-69 comprises half of this volume and spans a half-century of debate, establishment, relationships, and problems of higher education. The section on current items devotes special attention to educational frameworks, including Arab education, adult education, institutional education, kibbutzim, school-home relations, and vocational education. Less extensive portions cover problems and achievements, the teaching learning process, instructional program divisions (kindergarten through higher education), and the teaching of various subjects. Educational administration, historical foundations, statistics, and data also contribute a few listings. Lists of publications and publishers, an author index, and a master index to volumes 1-3 (1966-1969) are provided. (AF)

ED 032 807

72

FL 001 416

Dabrowski, Kazimierz, Ed. Golanska, Bronislava, Ed.

Selected Bibliography of Polish Educational Materials. Volume 6, Numbers 2, 3, 4, 1967. Polish Scientific Publishers.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—TT-67-56111-2; TT-67-56111-3; TT-67-56111-4

Bureau No.—BR-7-1275

Pub Date 67

Note—152p.

EDRS Price MF-\$0.75 HC-\$7.70

Descriptors—Adult Education, *Annotated Bibliographies, *Education, Educational History, Educational Improvement, Educational Legislation, *Educational Problems, *Educational Programs, Foreign Countries, Higher Education, Instructional Materials, *Polish, Preschool Education, Primary Education, Secondary Education, Social Sciences, Special Education, Statistical Studies, Teaching, Vocational Education

Identifiers—Poland

These three volumes contain a 600-item (200 apiece) bibliography with English abstracts of Polish books and articles on education published between December 1, 1966 and July 31, 1967. Number 2 covers December 1, 1966-February 28, 1967; number 3, March 1-May 15, 1967; number 4, May 16-July 31, 1967. Major attention in all three is directed toward different levels and types of schools and institutions, including preschools, primary and secondary schools, higher education, vocational schools, and adult and special education. Social and educational sciences also receive considerable attention. Other sections deal with educational history, laws and legislation, general information, and the teaching profession. In addition, numbers 2 and 4 contain a miscellaneous section, and number 2 contains a few entries on educational statistics. Author indexes are provided. For companion documents see ED 027 806 and ED 027 812. (AF)

ED 032 808

FL 001 450

Barrutia, Richard And Others

Innovative Projects—Foreign Language Teaching. Final Report.

California Univ., Irvine.

Pub Date Jun 69

Note—30p.

EDRS Price MF-\$0.25 HC-\$1.60

Descriptors—Branching, College Language Programs, *Computer Assisted Instruction, Computer Oriented Programs, Educational Technology, Electronic Equipment, French, *Instructional Innovation, Laboratory Equipment, *Language Instruction, Language Programs, Program Descriptions, Program Development, Programed Instruction, Programed Materials, *Research Projects, Spanish, Statistical Data, *Teaching Machines

Identifiers—University of California, Irvine

This report consists of three parts—(1) an overview of the use of the Ampex Intrinsic Device (AID) in beginning Spanish classes, (2) a description of the Course Author Language (CAL) computer program, and (3) a description of a supplementary project for the testing of the Appleton-Century-Crofts-Center for Applied Linguistics French Program. The workings of the AID machine are explained and the results of two quarters of its use are discussed. A great deal of additional information about AID, including statistical results, a sample module, and notes on program preparation, program recording, coding, and budget is presented. The CAL program's development and possible uses are described with special reference to problem areas, and to possible ties with AID. Presentation of the French program and recommendations for its use are considered. (AF)

ED 032 809

48

FL 001 464

Richardson, Irvine, Comp.

The Relationship of Africanists to Afro-American Studies; Report of a Conference (East Lansing, Michigan, April 25-26, 1969).

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-0075

Pub Date [69]

Contract—OEC-0-8-000075-3422

Note—38p.

EDRS Price MF-\$0.25 HC-\$2.00

Descriptors—*African American Studies, Conference Reports, Cultural Education, Curriculum Development, Educational Interest, Federal Programs, Inservice Teacher Education, *Instructional Materials, Language Instruction, Material Development, *Program Descriptions, *Program Development, School Community Cooperation, Secondary Schools, Student Motivation, Swahili, Teacher Background, *Teacher Education, Universities

This report of a conference at Michigan State University on ways in which the Africanist is, and might be, related to Afro-American studies emphasizes examples of present cooperation and suggestions for the future. Present efforts in secondary schools, universities, and the U.S. Office of Education are described. Suggestions for teaching materials, further program development, and the teaching of Swahili; as well as problems of teacher background, organization of Afro-American studies within existing systems, and popular acceptance are included. Some suggestions are advanced for solutions to teacher training and teaching materials problems. Background on the conference's organization, the motivation and demand for Afro-American studies, and the relation of African specialists to such studies are described briefly in an introduction. An appendix lists conference participants and summer institutes and inservice programs. (AF)

ED 032 810

24

FL 001 466

Grothe, Peter

Attitude Change of American Tourists in the Soviet Union.

George Washington Univ., Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-C-049

Pub Date 69

Contract—OEC-3-8-080049-0071

Note—176p.

EDRS Price MF-\$0.75 HC-\$8.90

Descriptors—Attitudes, Beliefs, *Changing Attitudes, *Cross Cultural Studies, Cultural

Awareness, Cultural Exchange, Cultural Images, Culture, Culture Contact, Data, *Foreign Countries, Majority Attitudes, Negative Attitudes, Political Attitudes, *Research, Sampling, Social Attitudes, Sociology, *Travel Identifiers—Soviet Union

Pre- and post-travel questionnaires mailed to American tourists visiting the Soviet Union record attitude change and serve as the basis for this eight-chapter research project report. Most of the report considers the relation of various factors to attitude change, including education, level of information, language ability, sex, age, occupation, and income. Several chapters are devoted to Americans' perceptions of the Soviet people, government, discussions of research methodology, research sample, and sample changes in attitude toward U.S. foreign relations. An overview on tourism in the Soviet Union is included in the introduction. Frequent use of graphs and tables illustrates the results of the questionnaires in a statistical breakdown of the pertinent material. Quotations on travel selected from literature and folk literature are cited at the beginning of each chapter. (AF)

ED 032 811

48

FL 001 467

Sapountzis, Panagiotis Obolensky, Serge

Greek: Basic Course, Volume 3. Foreign Service Institute Basic Course Series.

Foreign Service Inst. (Dept. of State), Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-5-1101

Pub Date 69

Contract—OEC-6-14-016

Note—211p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$2.00)

EDRS Price MF-\$1.00 HC Not Available from EDRS.

Descriptors—Basic Skills, Grammar, *Greek, *Language Instruction, Language Laboratories, Pattern Drills (Language), Reading Development, *Reading Materials, Reading Skills, *Second Language Learning, Substitution Drills, Tape Recordings, *Textbooks, Vocabulary Development

Identifiers—Foreign Service Institute, FSI

Designed with the reading of newspapers and official documents written in modern Greek (Katharevousa) as a goal, this volume contains 26 units. Basic dialogues are written in Katholiki meni while the letters, newspaper articles, and articles appear in Katharevousa. Features of Katharevousa grammar are included, along with response exercises and grammatical drills. English translations are given for the basic dialogues and the narrative word lists. The response and grammatical drills are in Greek. A glossary is provided and the existence of accompanying tapes is noted. (AF)

ED 032 812

48

FL 001 480

Wingard, Harold B.

A Study of Audiolingual Instruction Needed by Sixth-Grade Pupils Prior to Introducing Reading in First Year Spanish. Final Report.

San Diego Unified School District, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-6-1362

Pub Date Aug 68

Contract—OEC-4-7-061362-2709

Note—90p.

EDRS Price MF-\$0.50 HC-\$4.60

Descriptors—*Audiolingual Methods, Audiolingual Skills, Course Content, Elementary School Students, *Fles Programs, Grade 6, Language Instruction, *Language Research, Language Tests, *Reading Instruction, Reading Skills, Research Needs, Research Projects, *Spanish, Tables (Data), Teaching Methods

Identifiers—San Diego Unified School District

This cooperative research project, supported by the Office of Education Bureau of Research, attempts to answer questions on the effectiveness of reading instruction during a sixth grade beginning Spanish program. Major areas studied include: (1) the effects of reading instruction on listening, speaking, and reading skills, (2) the amounts of reading instruction necessary to effect a significant difference, and (3) the relative effectiveness of new and review reading content. Statistically inconclusive results limit the conclu-

sions to a discussion of trends. The major recommendation growing out of this study is that further investigation in all three areas is greatly needed. Extensive appendixes are included. (AF)

ED 032 813 FL 001 481

1968-69 Advanced Placement Spanish.

College Entrance Examination Board, New York, N.Y.

Pub Date 68

Note—15p.

Available from—College Entrance Examination Board, Publications Order Office, Box 592, Princeton, N.J. 08540 (\$5.00)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Advanced Placement, *Advanced Placement Programs, Articulation (Program), College Bound Students, College High School Cooperation, College Placement, Course Content, *Curriculum Guides, Language Proficiency, Language Programs, Language Tests, Literary Analysis, *Secondary School Students, *Second Language Learning, *Spanish, Standardized Tests, Student Evaluation, Superior Students

Identifiers—College Entrance Examination Board

This description of the Advanced Placement Program in Spanish for secondary school students furnishes (1) goals of the course, (2) a reading list to be used in preparation for the exam, and (3) an outline of the test. Examples and achievement standards are offered with sample test items. Interested individuals and institutions are also provided with information relative to procedures used for student evaluation and other sources which would be of value in an attempt to establish an Advanced Placement Program. This leaflet describes the program in Spanish for 1969-70 as well as for 1968-69. For related documents see FL 001 482, FL 001 483, and FL 001 484. (RL)

ED 032 814 FL 001 482

1968-69 Advanced Placement Latin.

College Entrance Examination Board, New York, N.Y.

Pub Date 68

Note—30p.

Available from—College Entrance Examination Board, Publications Order Office, Box 592, Princeton, N.J. 08540 (\$5.00)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Advanced Placement, *Advanced Placement Programs, Articulation (Program), College Bound Students, College High School Cooperation, College Placement, Course Content, *Curriculum Guides, Language Proficiency, Language Programs, Language Tests, *Latin, Linguistic Competence, Literary Analysis, *Secondary School Students, *Second Language Learning, Standardized Tests, Student Evaluation, Superior Students

Identifiers—College Entrance Examination Board

This description of the Advanced Placement Program in Latin for secondary school students furnishes the scope of the four courses (Vergil, Comedy, Lyric, and Prose) on which the tests are based and outlines of each test. Examples and achievement standards are offered with sample test items. Interested individuals and institutions are also provided with information relative to procedures used for student evaluation and other sources which would be of value in an attempt to establish an Advanced Placement Program. This leaflet describes the program in Latin for 1969-70 as well as for 1968-69. For related documents see FL 001 481, FL 001 483, and FL 001 484. (RL)

ED 032 815 FL 001 483

1968-69 Advanced Placement German.

College Entrance Examination Board, New York, N.Y.

Pub Date 68

Note—18p.

Available from—College Entrance Examination Board, Publications Order Office, Box 592, Princeton, N.J. 08540 (\$5.00)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Advanced Placement, *Advanced Placement Programs, Articulation (Program), College Bound Students, College High School Cooperation, College Placement, Course Content, *Curriculum Guides, *German, Language

Proficiency, Language Programs, Language Tests, Literary Analysis, *Secondary School Students, *Second Language Learning, Standardized Tests, Student Evaluation, Superior Students

Identifiers—College Entrance Examination Board

This description of the Advanced Placement Program in German for secondary school students furnishes (1) the goals of the course, (2) a reading list to be used in preparation for the exam, and (3) an outline of the test. Examples and achievement standards are offered with sample test items. Interested individuals and institutions are also provided with information relative to procedures used for student evaluation and other sources which would be of value in an attempt to establish an Advanced Placement Program. This leaflet describes the program in German for 1969-70 as well as for 1968-69. For related documents see FL 001 481, FL 001 482, and FL 001 484. (RL)

ED 032 816 FL 001 484

1968-69 Advanced Placement French.

College Entrance Examination Board, New York, N.Y.

Pub Date 68

Note—16p.

Available from—College Entrance Examination Board, Publications Order Office, Box 592, Princeton, N.J. 08540 (\$5.00)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Advanced Placement, *Advanced Placement Programs, Articulation (Program), College Bound Students, College High School Cooperation, College Placement, Course Content, *Curriculum Guides, *French, Language Proficiency, Language Programs, Language Tests, Literary Analysis, *Secondary School Students, *Second Language Learning, Standardized Tests, Student Evaluation, Superior Students

Identifiers—College Entrance Examination Board

This description of the Advanced Placement Program in French for secondary school students furnishes (1) goals of the course, (2) a reading list to be used in preparation for the exam, and (3) an outline of the test. Examples and achievement standards are offered with sample test items. Interested individuals and institutions are also provided with information relative to procedures used for student evaluation and other sources which would be of value in an attempt to establish an Advanced Placement Program. This leaflet describes the program in French for 1969-70 as well as for 1968-69. For related documents see FL 001 481, FL 001 482, and FL 001 483. (RL)

ED 032 817 48 FL 001 487

Shawl, James R.

A Definition of One Level of Achievement in the Reading and Writing of Spanish. Final Report.

Washington Univ., Seattle.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-8779

Pub Date 31 May 69

Contract—OEC-4-7-068779-1514

Note—22p.

EDRS Price MF-\$0.25 HC-\$1.20

Descriptors—*Behavioral Objectives, Curriculum Development, Experiments, Language Instruction, Language Learning Levels, Language Proficiency, Language Research, Language Skills, Language Tests, *Reading, Research Methodology, *Secondary Schools, Second Language Learning, Skill Development, *Spanish, Syntax, Teaching Methods, Transformation Generative Grammar, *Writing

An operational definition of the standard for learner achievement at Level 2, with respect to the skills of reading and writing, was proposed for Spanish as one aspect of a research project. The method described, serving as the basis for articulation of level achievement, deals with general procedures, proposed operational definition of reading and writing for Level 2, analysis of the data collected, description of the experimental groups, grammatical structures, and materials and procedures in the experiment. The objectives of the collaborated project are examined as well as the conclusions and implications of this particular phase of the research. Statistical tables are included. For companion documents see ED 021 514 and FL 001 481. (RL)

ED 032 818 72 FL 001 501

Azzouz, Azzedine And Others

Selected Bibliography of Educational Materials: Algeria, Libya, Morocco, Tunisia. Volume 3, Numbers 2, 3, 1969.

Agence Tunisienne de Public Relations, Tunis (Tunisia).

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No—TT-69-52000-2; TT-69-52000-3

Bureau No—BR-7-1275

Pub Date 69

Note—82p.

EDRS Price MF-\$0.50 HC-\$4.20

Descriptors—Adult Education, *Annotated Bibliographies, *Education, Educational Administration, Educational Improvement, Educational Methods, Educational Needs, Educational Objectives, Educational Planning, Educational Practice, *Educational Problems, *Educational Programs, *Foreign Countries, Instructional Aids, Instructional Materials, Instructional Program Divisions, Statistical Studies, Teacher Education

Identifiers—Algeria, Libya, *Maghreb Countries, Morocco, Tunisia

A two volume, 200-item bibliography with English abstracts of books and articles in English and French dating from 1957 offers information on various aspects of education in Algeria, Libya, Morocco, and Tunisia. Emphasis is placed on sections dealing with educational organization in primary, secondary, vocational, and higher education; and educational administration in North Africa. Less extensive sections deal with: (1) educational philosophy, theory, statistics, and cooperation; (2) adult, teacher, religious, artistic, and special education; and (3) teaching aids and special problems. English translations of foreign titles are provided and the country under consideration is noted. For companion documents see ED 026 892, ED 026 920, ED 029 527, and ED 031 123. (RL)

ED 032 819 72 FL 001 502

Das Gupta, A.K., Ed.

Indian Educational Material. January-March 1968, Vol. 2, No. 3, March 1968. April-June 1968, Vol. 2, No. 4, June 1968.

Indian National Scientific Documentation Centre, Delhi.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No—TT-68-50601-3; TT-68-50601-4

Bureau No—BR-7-1275

Pub Date 68

Note—209p.

EDRS Price MF-\$1.00 HC-\$10.55

Descriptors—*Annotated Bibliographies, Curriculum, *Education, Educational Improvement, Educational Methods, Educational Needs, Educational Planning, Educational Practice, *Educational Problems, *Educational Programs, Educational Psychology, *Foreign Countries, Higher Education, Instructional Materials, Student Evaluation, Student Testing, Teacher Education, Teaching Methods, Vocational Education

Identifiers—*India

This two volume, 399-item bibliography with English abstracts of books and articles largely from 1967 and 1968 on various aspects of Indian education includes sections on the Indian "brain drain" and on examination and evaluation. Emphasis is placed on sections dealing with educational psychology, policy and planning, teacher education, tests and measurements, vocational and technical education, course study, general education, and programmed instruction. Less extensive sections deal with: (1) educational administration, organization, curriculum, research, sociology, finance, materials and aids, statistics, waste and stagnation; (2) adult, general, elementary, moral, physical, preschool, science, women's and workers' education; and (3) academic achievement, correspondence courses, guidance and counseling, health care, history, literacy, types of schools, student discipline, student selection, student welfare, teachers, and teacher organization. A list of abstracted periodicals and newspapers is included. For a companion document see ED 025 973. (RL)

ED 032 820

72

FL 001 503

Saad, Ismail, Comp.

Selected Bibliography of Educational Materials in Pakistan. April/June 1969. Vol. 3, No. 2, 1969.

Spons Agency—National Science Foundation,

Washington, D.C.; Office of Education (D-

HEW), Washington, D.C.

Report No.—TT-69-51053-2

Bureau No.—BR-7-1275

Pub Date [69]

Note—72p.

EDRS Price MF-\$0.50 HC-\$3.70

Descriptors—Activism, *Annotated Bibliographies, Curriculum, Educational Facilities, Educational Finance, Educational Improvement, Educational Needs, Educational Objectives, *Educational Practice, Educational Principles, *Educational Problems, *Educational Programs, Educational Theories, *Foreign Countries, Instructional Program Divisions, Libraries, School Administration, Teacher Education

Identifiers—*Pakistan

A 136-item bibliography covering April-June 1969 with English abstracts of books and articles in English and Indic languages provides information on various aspects of education in Pakistan. Significant emphasis is placed on sections dealing with libraries; teachers; and general, elementary, and secondary education. Brief sections deal with (1) educational administration, organization, finance, curriculum, development, goals, planning, reforms, history, and philosophy; (2) adult, childhood, comparative, higher, Islamic, medical, professional, science, special, technical, and women's education; and (3) examinations, language teaching, psychology, sociology, students' problems, textbooks, and teaching methods and media. A special section on student unrest is included. English translations of foreign titles and an author index are also provided. For companion documents see ED 027 813 and ED 031 115. (AF)

ED 032 821

48

FL 001 508

A Study of Method in Language and Culture Research; Phase II: Textual Analysis. Final Report.

San Fernando Valley State Coll. Foundation, Northridge, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research; Office of Education (DHEW), Washington, D.C. Inst. of International Studies.

Bureau No.—BR-6-2864

Pub Date Sep 69

Contract—OEC-0-8-062864-0230-014

Note—24p.

EDRS Price MF-\$0.25 HC-\$1.30

Descriptors—Analytical Criticism, Cognitive Objectives, Cognitive Processes, *Componential Analysis, *Cross Cultural Studies, Cultural Context, Cultural Factors, Cultural Interrelationships, Latin American Culture, Lexicology, *Methods Research, Papago, Reading Processes, Reading Skills, Sentence Structure, *Spanish, Structural Analysis, Structural Linguistics, *Textual Criticism

The development and testing of textual analysis procedures using Mexican-Spanish and Papago texts as a phase of a study of method in language and culture research are described in this research report. These procedures, which are designed to allow the examination of informational structure and cognitive content, (1) segment uniformized texts into informant-delimited sentences, (2) define informational statements, (3) determine the lexical composition of informational statements, and (4) determine the cultural classification of terms. Changes in the original research design are enumerated, and a textual sample with analysis is provided. Some remarks are offered on the significance of this research to the teaching of reading comprehension. (AF)

ED 032 822

HE 000 960

Olds, Esther A.

Antioch Education Abroad: An Evaluation.

Antioch Coll., Yellow Springs, Ohio. Office of Program Development and Research in Education.

Pub Date May 69

Note—7p.; Antioch College Report No. 10

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—*Academic Achievement, *Higher Education, *International Education, *International Programs, *Program Effectiveness, Students

Identifiers—*Antioch Education Abroad

The Antioch Education Abroad (AEA) program extended overseas the same experimental pattern of liberal education as practiced at Antioch. This included a planned sequence of study, work, and community living, individualized program options for all qualified students, and financial planning to make a year abroad possible at no more cost to a student than a campus year. The pattern proved workable and, since 1964, about one-half of each graduating class has been on AEA. Because rapid expansion of international education at Antioch and nationally has provoked many questions, the report describes some of the controversial issues in the academic area with reference to AEA's experience. AEA students studied and worked on all continents, adapting their schedules to differing university calendars. According to AEA alumni, educational objectives of the program were achieved. Crediting and evaluation were usually based on examinations and/or professional statements from schools overseas. Self selection proved successful. AEA students were of high academic quality and remained so during their study abroad and after their return to Antioch. The incorporation of experience abroad into campus structures was one of the weakest aspects of the program. However, the international emphasis of Antioch and its foreign language course offerings rose considerably. (JS)

ED 032 823

HE 001 063

Planning College Policy for the Critical Decade Ahead.

College Entrance Examination Board, New York, N.Y.

Report No.—Vol-5

Pub Date 58

Note—116p.; Addresses delivered at the Fifth Annual Colloquium on College Admissions of the College Entrance Examination Board, Harman, New York, October 25-29, 1957

Available from—College Entrance Examination Board, c/o Educational Testing Service, Box 592, Princeton, New Jersey, or Box 27896, Los Angeles 27, California (\$3.00)

Document Not Available from EDRS.

Descriptors—Administrative Organization, *Admission(School), *Case Studies(Education), College Admission, Colleges, *Higher Education, *Planning, *Policy, Private Colleges, Urban Universities

This volume contains the addresses and case studies presented at a colloquium on "Admissions Policy—A Case Study Approach to Planning for 1965." Contained in the first section entitled "What the college should do," the 7 addresses discuss the planning of admissions policy within the context of the total institutional setting. The major problem areas impinging upon and essential to careful planning are identified and analyzed. The second section contains case studies of 4 fictitious colleges—"Country College," "Urban University," "Suburban College," and "Benton University," a university located within a city, but seeking national representation within its student body. The essential features that must be known about each type of institution in order to work toward the establishment of an appropriate admissions policy are delineated. Each of the case studies is followed by a program of improvement recommended by a "workshop committee" of college and secondary school officials attending the colloquium. (DS)

ED 032 824

HE 001 091

Lerner, Max

The Colleges and Universities and the Urban Crisis.

American Coll. Testing Program, Iowa City, Iowa.

Pub Date 6 May 69

Note—25p.; Speech delivered at the American College Testing Program Conference in Iowa City, Iowa, May 6, 1969; to be published in forthcoming ACT book CHALLENGE AND OPPORTUNITY: HIGHER EDUCATION IN THE 1970's

EDRS Price MF-\$0.25 HC-\$1.35

Descriptors—*Activism, *College Students, *Ghettos, *Higher Education, Inner City, Negroes, *Social Change, Violence

Identifiers—*American Dream

America is experiencing its most rapid change over, and it is necessary that this change be contained in a meaningful way. The main thrust of our recent changes has been in the direction of an erosion of belief in the American dream on

the part of college students and ghetto residents. If the heart of the American experience is to be "access", then equal opportunity for equal life chances must be provided for all. The inner city revolution is part of a deeper and continuing "uprooting revolution" which violates the organic health of individuals, the community, and nation. Television has had a revolutionary impact by implying that fulfillment of desires can be instantaneous. Trust and communication are 2 crucial factors in the relationship of society to students and ghetto residents. However, this trust has been broken, and the result has been activism, often violent. Activism is good, but it should be preceded by reflective thinking. There are 7 theories that attempt to account for violent activism. Much of this activism has been directed toward destroying the organism of the university. Constitutional structures must be revised, and a new setting must be created within which the teaching and learning processes can proceed in a healthy way. Change can be effected if collective intelligence and will are used. (DS)

ED 032 825

HE 001 092

Higher Education in Vermont: Its Resources and Needs. A Report to the Vermont Commission on Higher Education Facilities.

Institute for Educational Development, New York, N.Y.

Spons Agency—Vermont Commission on Higher Education, Rutland.

Pub Date Aug 69

Note—108p.; Funded under a Higher Education Comprehensive Facilities Planning Grant, Higher Education Amendments of 1966, Public Law 89-752.

EDRS Price MF-\$0.50 HC-\$5.50

Descriptors—*Comprehensive Programs, Curriculum, Educational Facilities, Enrollment, *Financial Support, *Higher Education, Interinstitutional Cooperation, *Planning, *State Aid

Identifiers—*Vermont

Although Vermont does not have a comprehensive system of higher education that embodies both the public and private sectors, the study summarized in this report states that the components for such a system are there. The Institute for Educational Development undertook 3 general activities in this study. First, data were gathered to establish a sound basis for analyzing and projecting the need for additional facilities and programs for higher education in Vermont. Secondly, although originally a comprehensive plan for higher education in the state was to be developed, this came in the form of a recommendation for the establishment of a permanent "Coordinating Council for Post-Secondary Education in Vermont" to fulfill this function. Suggestions for its structure and function were made. Third, the financial capability of Vermont with special reference to the state's aid to education was analyzed. This report is a summary and commentary on the data that were collected, and a series of recommendations. The data, presented extensively in tables, include figures on student enrollments and projections, course and degree offerings library and physical facilities, and number of faculty and staff. (DS)

ED 032 826

HE 001 095

Proceedings of Symposium on Education and Federal Laboratory-University Relationships.

American Council on Education, Washington, D.C.; Federal Council for Science and Technology, Washington, D.C.

Pub Date May 69

Note—262p.; Proceedings of symposium held at the Museum of History and Technology, Smithsonian Institution, Washington, D.C., October 29-31, 1968

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$2.00)

EDRS Price MF-\$1.00 HC Not Available from EDRS.

Descriptors—*Cooperative Programs, *Federal Government, Government Employees, *Higher Education, *Laboratories, Laboratory Training, Personnel, Programs, *Relationship, Research, Shared Services, Training, Universities

The purpose of this symposium was to explore and alleviate the problems in federal laboratory-university relationships, and to point out and encourage greater development of the opportunities inherent in these type of relationships. Partici-

pants included 37 federal and university officials. Statements on the "federal viewpoint" and the "university viewpoint," and a summary of the patterns and problems in federal laboratory-university relationships are presented. Following this, 4 general topics are discussed: 1) use of federal facilities for training university graduate students; 2) formal education and training for laboratory professional staff; 3) joint research activities involving university and federal personnel; and 4) interchange of professional personnel between universities and federal laboratories. Appendices contain examples of several cooperative federal lab-university programs. (DS)

ED 032 827 HE 001 096
Freedom to Learn: A New Curriculum for Brown and Pembroke.

Brown Univ., Providence, R.I.

Pub Date 69

Note—9p.

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—Curriculum Design, *Curriculum Development, Educational Objectives, *Higher Education, *Innovation, *Instructional Innovation, *Relevance (Education), Student Development
Identifiers—Brown University, *Magazine Report

In the spring of 1969, Brown University adopted a new, flexible and progressive undergraduate curriculum. The movement for curricular reform began in late 1966 when a group of Brown students headed by Ira Magaziner, '69, formed a Group Independent Studies Project to examine undergraduate education at Brown. The Group released a 450-page report 15 months later on shortcomings of US higher education with specific recommendations for curricular reform at Brown. While a Special Committee examined the report, campus-wide discussions were held on its principles and proposals. After the Committee issued its INTERIM REPORT AND RECOMMENDATIONS, the faculty debated the report for 3 days and on May 8, 1969, approved the new curriculum. An underlying assumption of the new curriculum is that education must be judged by its effect on the intellectual, aesthetic and moral growth of the student. Only the student can evaluate the extent to which his education satisfies these needs for personal development, so he must be willing and be permitted to assume responsibility, in major part, for the direction of his own education. New seminar courses and extensive counseling procedures should increase and improve collaboration between students and teachers. "Modes of Thought" courses replace traditional freshman offerings; distribution requirements are eliminated; individual concentration programs are stressed; and grading will be on an "A B C" or "Satisfactory" basis. (JS)

ED 032 828 HE 001 113
Suslow, Sidney Pieper, W. C., Jr.
A Survey of Summer Quarter Students at Berkeley, 1968.

California Univ., Berkeley. Office of Institutional Research.

Pub Date Aug 69

Note—74p.

EDRS Price MF-\$0.50 HC-\$3.80

Descriptors—*Attendance Patterns, *Comparative Analysis, Goal Orientation, Higher Education, *Individual Characteristics, Program Evaluation, *Student Motivation, Student Opinion, *Summer Schools

Identifiers—*University of California Berkeley

When the University of California at Berkeley initiated year-round operation in the summer of 1967, the prevailing question concerned whether such a system would work. Midway through the summer term of the following year, a mail survey of 2,100 students—a 25% sample of those enrolled in the 1968 Summer Quarter—was conducted to evaluate the program and to assess student reactions to it. In order to establish whether the sample group differed from the total summer student population and from students who attended other terms during the year, a comparison was made of survey data and information gathered from the total student population through regular registration procedures. Of particular interest were any distinguishing characteristics of summer quarter students, their opinions of and reasons for attending the summer session, and patterns of their attendance. Since

their reasons for attending would facilitate the tailoring of the program to their needs, a large portion of the questionnaire was devoted to this topic. The findings presented in this report are based on responses from 1,428 students. They analyze the students' characteristics, their patterns of attendance, the reasons why they chose to attend the summer quarter, and their reactions to the summer program. The survey questionnaire and 36 tables are included. (WM)

ED 032 829 HE 001 115

A New State University in Jacksonville Florida.

Florida State Board of Regents, Tallahassee.

Pub Date May 69

Note—27p.

EDRS Price MF-\$0.25 HC-\$1.45

Descriptors—College Planning, *Enrollment Projections, Facility Expansion, *Higher Education, *Planning, Population Growth, *State Universities, Urban Areas, *Urban Universities
Identifiers—*Florida

In 1965 the Florida State Legislature authorized the establishment of a new state university in Jacksonville. This report outlines various projections and preliminary plans for the institution. The expected enrollment in 1972, the proposed opening date, and the projected enrollment gains for several years thereafter are the basic data used in planning. Estimates of enrollment potential are based on the following assumptions: 1) the institution will be an urban university; 2) it will initially offer upper-division courses and some graduate programs; 3) most of the students will be commuters; 4) initial undergraduate course programs will be in arts and sciences, education, and business; and 5) there will be a wide offering of evening division courses. The university will take advantage of existing educational facilities by coordinating its programs with those of Florida Junior College in Jacksonville and maintaining a close liaison with the existing private institutions in the area. The curriculum of the new university will adapt to the challenge of its environment by providing programs oriented to the needs and opportunities, particularly in the transportation and insurance fields, which the city provides. Tables provide data on degree programs of other institutions in Florida, state demographic and economic data, and projected enrollment, area population, staff, and facilities of the new institution in Jacksonville. (DS)

ED 032 830 HE 001 116
Report of the Planning Commission for a New University at Boca Raton.

Florida State Dept. of Education, Tallahassee.

Pub Date Jun 61

Note—43p.

EDRS Price MF-\$0.25 HC-\$2.25

Descriptors—*Administrative Organization, *Curriculum, Educational Planning, Educational Resources, *Faculty, *Higher Education, Instructional Aids, *Planning
Identifiers—*Florida Atlantic University

Following the decision to establish a new university at Boca Raton, the Board of Control of Florida's Board of Education appointed a committee to revise, refine and develop plans for the new institution and to make preliminary estimates of space requirements and costs. The plans and proposals in this report represent a thorough study by the committee. Major emphasis is placed on securing an outstanding faculty, on using new instructional techniques, on delegating a large amount of responsibility for their education to the students, and on organizing the educational program to concentrate on the interrelatedness of subject matter fields. The academic program will initially focus on the arts and sciences but institutes for professional education will later be established if warranted by demand and enrollment. Housing arrangements will encourage the intellectual development of students. Faculty members will participate in teaching teams and in counseling students. A Learning Resources Center will house the library, television studios and transmission facilities, audiovisual viewing and listening rooms, a testing and guidance clinic, reading clinic, teaching machines, language labs and other aids to learning. Certain administrative guidelines are included. The new university is designed to complement the state's junior college system by serving upper division and graduate students. (JS)

ED 032 831

Sandness, Wesley James

Data Gathering for Decision Making by Presidents of State Colleges and Universities.

Kansas State Coll. of Pittsburg.

Pub Date May 69

Note—57p.; Paper submitted in partial fulfillment of requirements for the Academic Administration Internship Program of the American Council on Education

EDRS Price MF-\$0.25 HC-\$2.95

Descriptors—Administration, *Administrative Policy, Data, *Decision Making, *Higher Education, *Institutional Research, *Presidents, State Colleges, State Universities

Under the stress of today's extremely complex and diverse pressures, "college administrators have been abandoning institutions of higher education like rats from a sinking ship." College presidents need to be able to obtain significant information about their institutions in order to make decisions sufficiently viable for the institution's survival. This study assessed some of the kinds and sources of data used in the decision making of college presidents under present conditions. Presidents of institutions belonging to the American Association of State Colleges and Universities were queried on: which officers have the responsibility for providing the president with data such as studies on students, budget and curriculum, long range planning, space utilization, and federal programs; what kinds of institutional data in these areas do they regularly review in making decisions; how does the president decide where to gather information in making policy decisions; does the president communicate research findings to the faculty; and what was the value of ongoing studies compared with those completed when a problem arose. The results, analyzed in this paper, show no standard set or recommended pattern of behavior. It was found, however, that presidents seem preoccupied with providing physical facilities and budgetary efficiency. (JS)

ED 032 832

Managing Educational Endowments. Report to the Ford Foundation.

Ford Foundation, New York, N.Y.

Pub Date Aug 69

Note—65p.

Available from—Ford Foundation, Office of Reports, 320 East 43rd Street, New York, N.Y. 10017

Document Not Available from EDRS.

Descriptors—Administration, *Educational Finance, *Financial Policy, *Higher Education, *Money Management, *Trustees
Identifiers—*Endowments

In autumn of 1967, the Ford Foundation formed an Advisory Committee on Endowment Management to study and report on problems of university endowment management. Although the Committee unanimously endorsed the basic themes of this report, it reflects a range of views about the history, style and consequences of investment policy decisions. Colleges and universities in the US have a poor record of endowment management because primary emphasis has been given to avoiding losses and sustaining income. The most important present responsibility of trustees of these institutions with respect to endowments should be to shift their objective to maximizing the long-term total return. The total return can be increased sufficiently to permit a larger annual contribution to operations, a greater long-term growth, and a significant increase in the future safety of the endowment. Ten major principles and policies to govern the action of trustees are set forth. Appendices contain supplementary comments by committee members, tables on investment performance of college endowments; a plan for endowment support of operations; and the unit method of measuring investment results. (JS)

ED 032 833

Planning for a New State Institution of Higher Learning in Dade County Florida.

Florida State Board of Regents, Tallahassee.

Pub Date Oct 68

Note—28p.

EDRS Price MF-\$0.25 HC-\$1.50

Descriptors—College Planning, *Enrollment Projections, Facility Expansion, *Higher Education, *Planning, Population Growth, *State Universities, Urban Areas, *Urban Universities

Identifiers—*Florida

In 1965 the Florida State Legislature authorized the establishment of a new state university in Dade County. This report outlines various projections and preliminary plans for the institution. The 3 planning phases for the institution include first, the selection of a site for the first campus and construction of facilities; second, the development of small university centers of various types; and third, the planning and construction of additional campuses. The expected enrollment in 1972, the proposed opening date, and the projected enrollment gains for several years thereafter are the basic data used in planning. Estimates of enrollment potential are based on the following assumptions: 1) the institution will be an urban university; 2) it will initially offer upper-division courses and some graduate programs; 3) most of the students will be commuters; 4) initial undergraduate course offerings will be in arts and sciences, education, business, technology, and health-related professions; and 5) there will be a wide offering of evening division courses. Proposed future programs that will more specifically meet the needs of the Dade County area include urban studies, inter-American studies, hotel administration, social welfare, law enforcement, and optometry. Tables provide data on degree programs of other institutions of higher education in Florida, state demographic and economic data, and projected enrollment, area population, staff, and facilities of the new institution in Dade County. (DS)

ED 032 834 HE 001 121
Review of Procedures to be Used in CCHE Annual Study of Faculty Salaries and Benefits.

California Coordinating Council for Higher Education, Sacramento.

Report No.—CCHE-69-6

Pub Date 6 May 69

Note—53p.

EDRS Price MF-\$0.25 HC-\$2.75

Descriptors—*Faculty, Fringe Benefits, *Higher Education, *Legislation, Policy Formation, *Salaries, *State Aid
Identifiers—*California

Since 1962, the Coordinating Council has annually developed recommendations for the legislature and governor of California on faculty salary increases and other benefits at the University of California and the California state colleges. Because the Council and other agencies had expressed concern about various aspects of the procedures used in composing the report, the Council's staff was instructed to examine these procedures and make recommendations for changes. This document represents the results of the examination. Proposed revisions were designed to overcome major difficulties in the timing of the report; the institutions used for comparison purposes; and calculating procedures leading to the formulation of staff recommendations to the Council. Each of the changes is discussed in Chapters 1, 2 and 3. Tables accompany the text. The Council adopted the revised procedures on July 15, 1969. (JS)

ED 032 835 HE 001 122
Survey of Educational Offerings and Academic Plans with a Consideration of Higher Cost Programs: A First Report.

California Coordinating Council for Higher Education, Sacramento.

Report No.—69-7

Pub Date Jul 69

Note—118p.

EDRS Price MF-\$0.50 HC-\$6.00

Descriptors—Educational Demand, *Educational Planning, *Higher Education, Master Plans, *Program Costs, Resource Allocations, *School Systems, State Legislation, *State Universities
Identifiers—*California

In the first section of this report, the Coordinating Council for Higher Education presents a preliminary response to a legislative resolution which directed the Council to identify and study high cost programs and facilities in public higher education. Concluding that high unit cost is related primarily to small class size, the Council indicates a need for close examination of present and planned academic programs in terms of demand; such scrutiny would ensure the effective utilization of funds available to higher education. The second section of the report presents results of the Council staff's first annual comprehensive review of current educational programs of 2 segments of higher education—the California State

Colleges and the University of California. Some of the observations in this section point to several questions for which the Council and educational segments may wish to seek answers in the near future. In the summary and conclusions, a review by the Council of existing and new programs is considered. The Council hopes to play a greater role in assuring that the academic plans of California's higher education systems are complementary in their mutual goal of meeting the higher education needs of the state. (WM)

ED 032 836 HE 001 123
The Undergraduate Student and His Higher Education: Policies of California Colleges and Universities in the Next Decade.

California Coordinating Council for Higher Education, Sacramento.

Report No.—1034

Pub Date Jun 69

Note—121p.

EDRS Price MF-\$0.50 HC-\$6.15

Descriptors—*Admission Criteria, Dropout Research, Educational Quality, *Higher Education, Junior Colleges, Persistence, *State Universities, *Student Needs, *Undergraduate Study, Universal Education
Identifiers—*California

This review of public higher education in California identifies problems in the policies and processes that directly affect a student's admission to college, his persistence, and his progress toward graduation. The study is based on 3 questions: who shall be admitted to higher education (addresses existing policies of selection and admission); who shall be graduated from college (concerns policies for retention, progress toward graduation, and identification of the reasons why students leave college; and where shall the students be educated (relates to policies concerning physical facilities, finance, and student choice). Of primary interest is the diversion of students to junior colleges, which currently offer the best educational opportunity for students of lower ability or limited financial capacity, have a policy of unrestricted intake of students, but experience the largest proportion of attrition in the state. Three areas are singled out for immediate attention: (1) standards for admission and selection of students in state colleges and the University of California should be more flexible, (2) the policy of limiting the lower division in 4-year institutions and diverting students to junior colleges should be reexamined; the value of 2 years in a junior college and transfer to a 4-year institution needs further exploration, and (3) the quality of programs and the problem of persistence in the junior colleges need to be studied. (WM)

ED 032 837 HE 001 124
Academic Tenure in California Public Higher Education.

California Coordinating Council for Higher Education, Sacramento.

Report No.—69-5

Pub Date 6 May 69

Note—52p.

EDRS Price MF-\$0.25 HC-\$2.70

Descriptors—*Academic Freedom, Comparative Analysis, *Faculty, *Guaranteed Income, *Higher Education, Junior Colleges, Private Schools, Salaries, State Universities, *Tenure
Identifiers—*California

This report was prepared by the staff of the Coordinating Council for Higher Education in response to Senate Concurrent Resolution No. 43, which directed the Council to "... study the current rules of tenure in the University of California, the California State Colleges, and the public junior colleges; compare such rules of tenure in public and private institutions of higher education in California and in other states; state the objectives of tenure, and set forth policy alternatives to achieve those objectives..." Chapter 1 discusses the general objectives and elements of academic tenure in higher education. Chapter 2 presents and compares the tenure plans of selected private institutions in California with those of the public higher education system. Chapter 3 compares the tenure plans of the University of California and the State Colleges with those of institutions in the US on which salaries in California are based; statewide tenure plans of selected states and those of a nationwide sample of junior colleges are also compared with the California Junior College tenure plan. Chapter 4 presents policy alternatives that would

achieve the objectives of tenure. The Council concludes that there is no alternative to tenure as a means of providing academic freedom and economic security, but that there is room for improvement in the procedures of some tenure plans. (WM)

ED 032 838 HE 001 126

The College Campus in 1969: The Faculty.
Southern Regional Education Board, Atlanta, Ga.
Pub Date 69

Note—51p.; Proceedings of the 18th SREB Legislative Work Conference, Hot Springs, Arkansas, July 9-11, 1969

EDRS Price MF-\$0.25 HC-\$2.65

Descriptors—*Academic Freedom, College Faculty, College Teachers, *Faculty, *Higher Education, *Professors, *Tenure

About 100 legislators from 15 Southern states met July 9-11, 1969 to consider the role of the college faculty member, his rights and responsibilities. In a series of papers presented at the conference, university administrators and faculty discussed the tenure system, academic freedom, faculty militancy, faculty role in governance, and typical duties and functions of professors in a complex university setting, an undergraduate college, and a community college. Recognizing the crisis in public confidence created by campus unrest, these papers intended to give public officials a clear picture of the relationships among members of the academic community. In a similar work conference held in 1968, the focus of consideration was the student. (JS)

ED 032 839 HE 001 129

Coffelt, John J. And Others
Goals for Oklahoma Higher Education. Self-Study of Higher Education in Oklahoma; Report 8.

Oklahoma State Regents for Higher Education, Oklahoma City.

Pub Date Sep 66

Note—60p.

EDRS Price MF-\$0.50 HC-\$3.10

Descriptors—Educational Objectives, *Guidelines, *Higher Education, *Institutional Role, *Objectives, *Planning
Identifiers—*Oklahoma

This report contains the findings, conclusions and recommendations that emerged from a study of "Functions and Goals of Oklahoma Higher Education." Many individuals and groups were involved in the process which culminated in this report, including a 600-member citizens' group, a special 140-member citizens' advisory committee, several hundred college faculty members, selected students from Oklahoma colleges and universities, presidents of all Oklahoma colleges, and alumni from the various institutions. Chapter 1 presents the report's scope, procedures, limitations and organization. Chapter 2 gives an historical account of the creation of Oklahoma's colleges and universities and provides a summary description of their original functions. Chapter 3 discusses current and suggests some future functions of the institutions. Chapter 4 sets forth the goals toward which the colleges and universities should work in the next 10-20 years. Chapter 5 summarizes the conclusions and presents recommendations. Appendices contain tabulated responses to a questionnaire asking: who should go to college; what kinds of post-high school opportunities should the state provide; who should bear the costs; what should the institutions do to support industrial development, help solve social problems, and promote cultural development in Oklahoma. (JS)

ED 032 840 HE 001 130

Crossland, Fred E.
Graduate Education and Black Americans.
Ford Foundation, New York, N.Y.

Pub Date 25 Nov 68

Note—12p.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—Doctoral Degrees, *Educational Responsibility, Enrollment Trends, Equal Education, *Graduate Study, *Higher Education, *Institutional Role, Minority Groups, *Negro Students, Statistical Analysis

This brief summarizes the data obtained during a survey of 105 predominantly white US graduate schools of arts and sciences concerning black enrollments and Ph.D.s recently awarded to Negroes. The survey was conducted during the summer of 1968. Seven statistical tables summarize the responses of 64 of the institutions on

enrollments, 63 of which were also able to provide data on recent Ph.D. recipients. These schools represent one third of the leading US doctoral degree-granting institutions—public and private, large and small, urban and rural, prestigious and relatively unknown—that are located in all sections of the US. The purpose of the brief is to reveal the degree to which US universities have been unresponsive to the needs of their minority-group constituents. The scope of this problem is summarized by 3 observations that evolved from the survey. These observations are supported with figures and conclusive statements: (1) the proportion of the total US population that is black is 11.5%; (2) the proportion of black students in the total enrollment of US graduate schools of arts and sciences is 1.72%; and (3) the proportion of all Ph.D.s awarded between 1964 and 1968 that went to black US citizens is 0.78%. (WM)

ED 032 841 HE 001 131

Finn, Stanley R., Ed.
Higher Education Research Abstracts No. 8.
Characteristics of the Effective College Teacher.
Hofstra Univ., Hempstead, N.Y. Center for the Study of Higher Education.
Pub Date Sep 69
Note—9p.

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—College Teachers, *Effective Teaching, *Higher Education, *Teacher Characteristics, *Teacher Evaluation, *Teaching

This issue of the Abstracts presents a selected sample of empirical studies pertaining to the perceived desirable characteristics of the good or effective college teacher. All but one of these studies used student judges (undergraduate and graduate) to identify the teacher characteristics and behaviors most important to effective teaching. This is consistent with the proposition that the student is in the best position to judge the standards of effective teaching. The procedure generally followed was to gather a list of teacher traits from a small group of students and then to ask a larger population of students to indicate how important these traits were. A first group of studies is devoted to delineation of effective teacher characteristics. The second group is concerned with variables which may underlie perceptions of desirable teacher traits. (Author/JS)

ED 032 842 HE 001 132

The Development of a Computer Model for Projecting Statewide College Enrollments: A Preliminary Study.
Rensselaer Research Corp., Troy, N.Y.
Pub Date Jan 68

Note—87p.; Report prepared for the Office of Planning in Higher Education, State Education Department, University of the State of New York, Albany, New York

EDRS Price MF-\$0.50 HC-\$4.45

Descriptors—*Computer Oriented Programs, *Cost Effectiveness, Educational Planning, *Enrollment Projections, Feasibility Studies, *Higher Education, Information Systems, Input Output Analysis, *Mathematical Models, Simulators

Identifiers—*New York

The purpose of this study was to develop the schema and methodology for the construction of a computerized mathematical model designed to project college and university enrollments in New York State and to meet the future increased demands of higher education planners. This preliminary report describes the main structure of the proposed computer simulation model as a non-stationary Markovian process with 3 basic segments: "initialization" (input of available data and setting the stage for system dynamics), operation (aging the system's student population and having it flow through the system), and output (describing the characteristics of students at different educational levels). This main structure is designed to act as a "calling" program for "contingency programs," which are separate computer models that provide data to educational planners and alter parameters in the main structure to show the effects of changes in the environment on enrollment projections. Features of the model would provide enough flexibility to meet growing informational needs and to use the capabilities of existing data systems in N.Y. State. Recommendations to the State Education Department

of New York are (1) to construct a model that simulates student flows at 1 college as a prototype for a comprehensive state-wide model, (2) to develop a higher education information system for New York State, and (3) to conduct research on the development of desired functional relationships involved in contingency programs. (WM)

ED 032 843 HE 001 133

Organizing Schools and Institutes of Administration.

Pittsburgh Univ., Pa. Graduate School of Public and International Affairs.

Spons Agency—Agency for International Development, Washington, D.C.

Pub Date 1 Jun 69

Note—242p.

EDRS Price MF-\$1.00 HC-\$12.20

Descriptors—Administration, Administrator Guides, *Developing Nations, Guidelines, *Higher Education, *Management, *Professional Education, Program Guides, *Public Administration Education

This handbook is designed as a guide for persons engaged in planning, improving or managing programs and operations of schools and institutes of administration which offer academic degree and nondegree programs, research, and advisory services. It focuses on public, development, municipal and business administration. Although the handbook is intended primarily for schools and institutes in underdeveloped countries, it contains much that is applicable to educational endeavors in industrialized nations. Specific guidance is offered for centers that: (1) serve some or all levels of government and public and private enterprise; (2) have wide substantive scope including important policy and administrative elements; (3) emphasize economic and social development; and (4) are interdisciplinary in nature. The proposed audience for this handbook prepared in collaboration with the institutional members of the International Institute of Administrative Sciences includes: staffs and governing officials of such centers, government personnel responsible for manpower and education planning, technical organizations and advisors assisting such centers, and academic administrators and instructors concerned with the role of universities in meeting public service and national development needs. (JS)

ED 032 844 HE 001 135

The Study and Its Purposes. The Study of Education at Stanford. Report to the University.

Stanford Univ., Calif.

Report No—R-1

Pub Date Nov 68

Note—39p.

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Academic Freedom, Educational Objectives, *Educational Philosophy, *Evaluation, *Higher Education, *Institutional Research, *Institutional Role, Planning, Research Projects

Identifiers—*Stanford University

To undertake a comprehensive study and review of educational programs at Stanford University, President Sterling in 1967 appointed the Steering Committee for the Study of Education at Stanford. This report, the first of a series of 10 to be issued by the Committee, discusses the background, premises, and purposes of the study. Later reports will deal with more specific programs and areas within the university. The premises for the study deal with the ideal roles of the university in its relationship to society and in nurturing the educational processes. The most important aspect of the educational role should be to give the student freedom to direct his academic life. On the basis of these premises and the reality of the present situation at Stanford, recommendations will be made. The first and most important recommendation is that the university should seek to "sustain a spirit" of self-examination and self-renewal, and that these endeavors should be physically supported by an Academic Planning Office and a standing committee of the Academic Senate. A more detailed proposal for the Academic Planning Office, a discussion of university goals, and findings from preliminary research are included in the appendices. Copies of this report, or the set of 10, are available from Study of Education at Stanford, Stanford University, Stanford, California 94305.

[Not available in hard copy due to marginal legibility of original document.] (DS)

ED 032 845 HE 001 136

Undergraduate Education. The Study of Education at Stanford. Report to the University.

Stanford Univ., Calif.

Report No—R-2

Pub Date Nov 68

Note—112p.

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—*Academic Standards, Administrative Policy, *Curriculum Development, *Educational Objectives, *Higher Education, Institutional Role, Organization, Planning, *Undergraduate Study

Identifiers—*Stanford University

This report, the second in a series of ten, was prepared by the Steering Committee, the Study of Education at Stanford. The series, based on the concept that education should be a continuous process of discovery throughout life, sets forth recommendations for strengthening the academic enterprise at Stanford University. This report concentrates on the undergraduate curriculum. The General Studies Program is seen as lagging behind the pace of rapid change experienced by the university and its students since the Program's inception in 1956. Perceiving discrepancies between the general educational ideal and the institutional reality, the Steering Committee advocates a transitional set of university-wide prescription that would help to resolve some of the differences. Sixteen recommendations propose changes in curricular programs and requirements. Another 14 deal with academic operation: the calendar and schedule, courses and credit, and grades and examinations. This second set of recommendations repudiate some modern, restrictive practices and embody older traditions of higher learning that facilitate educational objectives. Written requests for copies of this report may be sent to: Study of Education at Stanford, Room 107, Building 10A, Stanford University, Stanford, California 94305. [Not available in hard copy due to marginal legibility of original document.] (WM)

ED 032 846 HE 001 137

University Residences and Campus Life. The Study of Education at Stanford. Report to the University.

Stanford Univ., Calif.

Report No—R-3

Pub Date Nov 68

Note—77p.

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—*Campus Planning, *College Housing, Dining Facilities, *Dormitories, *Educational Complexes, Educational Environment, Higher Education, *House Plan, Planning, Suburban Schools

Identifiers—*Stanford University

This report, the third in a series of ten, was prepared by the Steering Committee, the Study of Education, at Stanford. The series, based on the concept that education should be a continuous process of discovery throughout life, sets forth recommendations for strengthening the academic enterprise of Stanford University. Focusing on housing facilities and campus life, this report suggests ways in which Stanford may realize a stated ideal of connecting its living, learning, social, and intellectual facilities. The Committee suggests that the University offer a variety of housing arrangements, on and off campus, so that each student may select the kind of residence that best suits his individual needs and aspirations. The report presents 14 recommendations for improved junior faculty, undergraduate, graduate, and foreign student residences, eating facilities and clubs, and proposes the creation of a permanent committee on university residences and campus life. The next 5 recommendations propose the construction of a campus "Main Street," the buildings, service facilities, and cultural programs of which would contribute to the education of those who use them. The last recommendation directs the proposed committee to study problems affecting the campus community. Written requests for copies of this report may be sent to: Study of Education at Stanford, Room 107, Building 10A, Stanford University, Stanford, California 94305. [Not available in hard copy due to marginal legibility of original document.] (WM)

ED 032 847 HE 001 138
Undergraduate Admissions & Financial Aid. The Study of Education at Stanford. Report to the University.
 Stanford Univ., Calif.
 Report No—R-4
 Pub Date Dec 68
 Note—83p.
EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—*Admission Criteria, *College Bound Students, College Choice, Competitive Selection, Educational Objectives, *Financial Support, *Higher Education, Talent Identification, *Undergraduate Study
 Identifiers—*Stanford University

This report, the fourth in a series of ten, was prepared by the Steering Committee, the Study of Education at Stanford. The series, based on the concept that education should be a continuous process of discovery throughout life, sets forth recommendations for strengthening the academic enterprise at Stanford University. This booklet presents 5 reports of the Topic Committee on Admissions and Financial Aid; the recommendations in these reports were adopted by the Steering Committee. It is proposed that procedures for student selection be based on many separate categories rather than on a single set of criteria. A pool of potential applicants could assess themselves for selection on the basis of categories within which Stanford students compete, the approximate percentages to be chosen from each category, and the level of achievement that would ensure a reasonable chance of selection. Current students and faculty could provide their descriptions of the university and understanding, encouragement, and help in decision-making. The applicants selected would decide whether or not to enroll and whether their financial needs can be met. The university's goal should be to provide sufficient financial aid funds to meet the needs of all accepted applicants. Copies of this report may be requested in writing from: Study of Education at Stanford, Room 107, Building 10A, Stanford University, Stanford, California 94305. [Not available in hard copy due to marginal legibility of original document] (WM)

ED 032 848 HE 001 139
Advising & Counseling. The Study of Education at Stanford. Report to the University.
 Stanford Univ., Calif.
 Report No—R-5
 Pub Date Jan 69
 Note—107p.
EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Administrator Responsibility, Attitudes, *Counseling Services, Educational Objectives, *Faculty Advisors, *Guidance Objectives, *Higher Education, Institutional Role, *Student Personnel Services
 Identifiers—*Stanford University

This report, the fifth in a series of ten, was prepared by the Steering Committee, the Study of Education at Stanford. The series, based on the concept that education should be a continuous process of discovery throughout life, sets forth recommendations for strengthening the academic enterprise at Stanford University. This booklet presents the report of the Topic Committee on Advising and Counseling, which is based on its position paper entitled "Advising: The Humanity of the University." The committee recommends an administrative focus on advising as a crucial academic function, evaluation of individual and departmental counseling, and increased emphasis on the training and development of responsibility in future advisors. Problems with Stanford University's professional counseling appear to stem from indifferent attitudes of students, faculty, and administrators. In the hope that the kinds of attitudes that are vital to good counseling may be brought about, the committee proposes structural changes that would clarify—for both students and advisors—the university's means for providing vocational and psychological counseling. The committee's recommendation on freshman advising was substituted for one by the Steering Committee. Copies of this report may be requested in writing from: Study of Education at Stanford, Room 107, Building 10A, Stanford University, Stanford, California 94305. [Not available in hard copy due to marginal legibility of original document] (WM)

ED 032 849 HE 001 140
Graduate Education. The Study of Education at Stanford. Report to the University.
 Stanford Univ., Calif.
 Report No—R-7
 Pub Date Mar 69
 Note—127p.
EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Degree Requirements, Degrees (Titles), Doctoral Programs, Educational Objectives, Educational Philosophy, *Educational Practice, *Evaluation, *Graduate Study, *Higher Education, *Institutional Research, Planning, Research, Student Characteristics, Teaching
 Identifiers—*Stanford University

To undertake a comprehensive study and review of educational programs at Stanford University, President Sterling in 1967 appointed the Steering Committee for the Study of Education at Stanford. This report on graduate education is the 7th in a series of 10 issued by the Committee. A discussion of selected principles and philosophies in graduate education is followed by a recommendation calling for the establishment of a Commission on Graduate Education. This Commission would be charged with conducting a study of Stanford's problems in graduate education with special emphasis on PhD programs. Twelve further recommendations call for the modification or elimination of certain present and the establishment of new procedures within the graduate schools. In lieu of formal recommendations, 4 proposals for further consideration are submitted dealing with possible procedural modifications that the Committee was unable to analyze in adequate depth. Extensive appendices contain memos, statements, proposals, and minor reports submitted to the Committee during the course of the study, as well as specific research findings of the Committee. Copies of this report, or the set of 10, are available from the Study of Education at Stanford, Stanford University, Stanford, California 94305. [Not available in hard copy due to marginal legibility of original document] (DS)

ED 032 850 HE 001 141
Study Abroad. The Study of Education at Stanford. Report to the University.
 Stanford Univ., Calif.
 Report No—R-9
 Pub Date Dec 68
 Note—81p.
EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—*Educational Objectives, Foreign Culture, Higher Education, *Organizational Change, Planning, *Program Improvement, Student Exchange Programs, *Study Abroad, *Undergraduate Study
 Identifiers—*Stanford University

This report, the ninth in a series of ten, is presented by the Steering Committee, the Study of Education at Stanford. The series, based on the concept that education should be a continuous process of discovery throughout life, sets forth recommendations for strengthening the academic enterprise of Stanford University. In this report the Committee on Study Abroad, which considers the Stanford Overseas Campus Program to be the best arrangement of any US university for study abroad, concerns itself with the importance of overseas study to undergraduate education at Stanford. Part I contains the Committee's recommendation which center around 5 judgments about the future of the program and are designed to exploit the educational opportunity that the program represents. It is proposed that the program be freed from any connection with Stanford's undergraduate General Studies Program and that more flexible and diversified policies be followed at the overseas campuses. To this end the Committee recommends a separate committee for each overseas campus that would establish policies for that campus. Part 2 describes the Committee's work during 1967 and 1968. Part 3 discusses and presents recommendations for the 5 major overseas campuses: in Germany, France, Italy, Austria, and England. Part 4 deals with the 3 special language centers. Written requests for copies of this report may be sent to: Study of Education at Stanford, Room 107, Building 10A, Stanford University, Stanford, California 94305. [Not available in hard copy due to marginal legibility of original document] (JS)

available in hard copy due to marginal legibility of original document]. (WM)

ED 032 851 HE 001 142
Government of the University. The Study of Education at Stanford. Report to the University.
 Stanford Univ., Calif.
 Report No—R-10
 Pub Date Feb 69
 Note—115p.
EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—*Administrative Organization, Administrator Responsibility, Change Agents, *Educational Objectives, *Governance, *Higher Education, Planning, Student Participation, Teacher Administrator Relationship
 Identifiers—*Stanford University

This report, the tenth and last of a series, is presented by the Steering Committee, the Study of Education at Stanford. The series, based on the concept that education should be a continuous process of discovery throughout life, sets forth recommendations for strengthening the academic enterprise at Stanford University. In this report, the Committee on Government of the University's recommendations focus on those aspects of university governance for which certain specific changes might afford some promise of marked administrative improvement. The recommendations cover the responsibilities of the Board of Trustees, the roles of the president and other principal administrative officers, school and departmental administrators, university-wide faculty committees, and student participation in faculty committees. Also proposed are certain responsibilities for officers who oversee the academic aspects of undergraduate life at Stanford and a Dean of Graduate Studies who would be responsible for the management of graduate education. The Steering Committee, which endorses the report of the Committee on Government of the University, suggests minor changes in 3 of the 44 recommendations. Copies of this report may be requested in writing from: Study of Education at Stanford, Room 107, Building 10A, Stanford University, Stanford, California 94305. [Not available in hard copy due to marginal legibility of original document] (WM)

ED 032 852 HE 001 148
Margin for Excellence and Opportunity: The Impact of Private Investment on Public Colleges and Universities.
 National Association of State Universities and Land Grant Colleges, Washington, D.C.
 Spons Agency—S & H Foundation, Inc.
 Pub Date Aug 69
 Note—17p.

Available from—Office of Institutional Research; National Association of State Universities and Land Grant Colleges; One Dupont Circle; Washington, D.C. 20036

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Financial Support, *Higher Education, *Private Financial Support, *State Colleges, *State Universities

This statement calls attention to the importance of private investment in the nation's public colleges and universities. It was prepared by the Voluntary Support Committee of the National Association of State Universities and Land-Grant Colleges and is being distributed in cooperation with the American Association of State Colleges and Universities. These 2 associations together represent some 350 public institutions enrolling about one-half of all students in higher education today. The message, in short, is that public institutions need private support to maintain quality and opportunity. Private support can make possible: the provision of superior facilities; "venture capital" to initiate experimental projects for which it is difficult to obtain financial support; the broadening of educational opportunities; the support of areas for which tax funds may not be used or available. Examples of these uses of private funding are included. [Not available in hard copy due to marginal legibility of original document] (JS)

ED 032 853 HE 001 151
Abell, Victor A.
Purdue Academic Student Scheduling. PASS. Goals, Guidelines, and Operations.
 Purdue Univ., Lafayette, Ind. Dept. of Schedules and Space.
 Pub Date Jul 65

Note—43p.

Available from—Office of Schedules and Space,
Purdue University, Lafayette, Indiana 47907
(\$1.50)

Document Not Available from EDRS.

Descriptors—*Computer Oriented Programs,
Computers, *Data Processing, *Higher Education,
Information Processing, Input Output,
*Scheduling, *School Registration
Identifiers—*PASS, *Purdue Academic Student
Scheduling, Purdue University

PASS produces student schedules. This manual offers an operational record of the PASS system, and describes its structure within the total registration process. The primary goals of PASS, a "choice-course" system, are to satisfy student program requirements and equally distribute class load through the master schedule from a total assimilation of inputs. The operational procedures and functional relationships involved in the assimilation of student requests, faculty resources, and space utilization requirements are outlined in detail. The system uses COBOL and the IBM 7090 computer utilizing student requests and the class schedule as the basic sets of input data. Underlying the programming system is a structure of academic concepts and associated goals that form its directional philosophy. Major emphasis is put on the alignment of the class assignment process within the entire operation of the academic term, while providing opportunity for meeting unusual student needs. The key to this network of control is the centralization of master schedule construction in the Office of Schedules and Space. Representative samples of many forms, input documents, reports, and output control information are included in the appendices. (DS)

ED 032 854

HE 001 152

Abell, Victor A. And Others

A Comprehensive University Scheduling System.
CUSS.

Purdue Univ., Lafayette, Ind. Dept. of Schedules
and Space.

Pub Date Mar 65

Note—34p.

Available from—Office of Schedules and Space,
Purdue University, Lafayette, Indiana 47907
(\$1.50)

Document Not Available from EDRS.

Descriptors—*Computer Oriented Programs,
Computers, Data Processing, *Higher Education,
Information Processing, Input Output,
*Programming, *Scheduling, *School Registration,
Sequential Programs

Identifiers—Bookmaker, *Comprehensive University
Scheduling System, CUSS, Purdue University

These 2 papers describe the development of a computerized class scheduling system aimed at achieving uniform and efficient utilization of staff and physical facilities and a schedule that permits the maximum number of students to fulfill their curricular requirements. In "An Introduction to CUSS," Victor Abell describes the development of this system at Purdue University's main campus, and its successful application at Seattle University, and Purdue's regional campuses in Indianapolis and Calumet. The system's 3 operational phases are explained in detail: resource planning, execution, and utilization measurement. Research is currently underway to alleviate 3 general limitations of CUSS that deter its expansion to the large-scale, main campus schedule. A flow chart and sample input information illustrate the explanation. In the second paper, "Bookmaker: Version I of a Computer Program for Schedule Construction," George Morgan describes the philosophy and logic behind the program "Bookmaker." This program is used in the second phase of the system, execution, in which schedule construction takes place. A unique feature is that Bookmaker can be weighted to give priority to staff wishes, student wishes, or classroom utilization in the schedule design. Sample programs are included. (DS)

ED 032 855

HE 001 153

Davis, John B.

A Survey of Practices Related to Student Membership
on Academic Committees.

East Carolina Univ., Greenville, N.C. Office of
Institutional Research.

Pub Date Feb 69

Note—26p.

EDRS Price MF-\$0.25 HC-\$1.40

Descriptors—*Administration, *Administrative
Policy, *Committees, *Governance, *Higher

Education, Institutional Administration, Participation,
*Student Participation, Student
Role, Students

This study was conducted to determine the prevalent practices of selected institutions of higher education concerning student membership on academic committees, and on certain other governing groups. Questionnaires were sent to 85 institutions and 59 were returned and analyzed. More than 85% of those that replied indicated that students serve on one or more academic committees, and almost half reported that students also serve on other governing groups. Students are most often involved on committees concerned with the admissions and financial aid programs, curriculum, library, calendar, and guidance programs of the university. Almost 60% of the institutions reported that student committee members are elected by the student body. The general trend regarding qualifications is the requirement that a student be a full-time undergraduate, and an upperclassman. Student participation is generally successful, as 43 of 52 institutions reported that student contributions were "moderate" or "substantial." Approximately 90% of the institutions indicated that student membership on academic committees was initiated at their schools after 1960. Tables document responses to the questionnaires and appendices include a copy of the questionnaire and names of the institutions to which they were sent. (DS)

ED 032 856

HE 001 154

Knorr, Owen A., Ed. Minter, W. John, Ed.

Order and Freedom on the Campus. The Rights
and Responsibilities of Faculty and Students.

Western Interstate Commission for Higher Education,
Boulder, Colo.

Pub Date Oct 65

Note—101p.; Papers and discussions of the
Seventh Annual Institute for College and
University Self Study, July 12-15, 1965,
Berkeley, California, sponsored by the Western
Interstate Commission for Higher Education
and the Center for the Study of Higher Education

EDRS Price MF-\$0.50 HC-\$5.15

Descriptors—*Academic Freedom, *Activism,
Faculty, *Governance, *Higher Education, Institutional
Role, Student Characteristics, Student
Participation, *Student Role
Identifiers—*Free Speech Movement

These papers deal with the nature of student-faculty-administration relationships and the resulting discontent and tension on college and university campuses. Specifically, they are concerned with the problem of simultaneously maintaining individual freedom and campus order. Frederick Rudolph describes the changing patterns of authority and influence in American academic history. Some rights and responsibilities of faculty are outlined by Ralph Brown, with the assumption that the two are necessary concomitants. Primary is the right and responsibility to cherish and exercise academic freedom. An analysis of the dismissal of University of Illinois Professor Leo Koch is presented in "Case Studies in Academic Freedom." The Dean of Students at the University of Minnesota discusses the rights and responsibilities of students, emphasizing that students must learn to assume responsibility if they are to gain additional rights. The Free Speech Movement at Berkeley is discussed by 2 students and 2 faculty members at Berkeley in a panel discussion moderated by Terry Lunsford. The results of a study comparing the characteristics of participants and non-participants in the Berkeley Free Speech Movement are presented by Paul Heist. Paul Potter, past president of SDS, discusses student discontent and campus reform. Finally, the President of City College in New York City explores the question of "Who Runs the Institution?" The publication is available from WICHE, University East Campus, Boulder, Colorado 80304 (\$3.50) (DS)

ED 032 857

24

HE 001 156

Stanfield, Robert Everett Schumer, Harry
Changing Role Concepts of College Students. Final
Report.

Massachusetts Univ., Amherst.

Spons Agency—Office of Education (DHEW),
Washington, D.C. Bureau of Research.

Bureau No.—BR-5-0902

Pub Date Aug 67

Contract—OEC-6-10-014

Note—83p.

EDRS Price MF-\$0.50 HC-\$4.25

Descriptors—*Attitudes, Goal Orientation,
*Higher Education, *Orientation, School
Orientation, Self Concept, Student Adjustment,
*Student Behavior, Student Experience, *Student
Role, Student Teacher Relationship

After arriving at college with anticipations of the kinds of attitudes and behaviors they will favor as students, students sometimes transform their initial orientation into an actual student role and sometimes undergo a change and adopt a new set of orientations toward the student role. This study was directed toward determining the ways in which students acquire roles within student cultures. An effort was made to identify both the factors in the precollege environment that are associated with the initial orientation and the nature of interpersonal experiences in the college environment that confirm or change the initial orientation into an actual student role. Data were obtained in the summer of 1965 from 1822 entering students at the University of Massachusetts. An instrument called the Student Preference Schedule was used to measure orientations to the role of students. Such orientations were found to be: measurably diversified; related to aspects of family background; associated with a student's choice of a major and plans for graduate study; important, when combined with ability, in affecting academic performance; generally stable during the first 2 years of college; and measurably related to significant interpersonal encounters with faculty members. Extensive references and tables are included in the report. (JS)

ED 032 858

24

HE 001 157

Morse, Chandler

Development and Evaluation of Models for Faculty,
Staff, and Student Exchange between Two
Institutions of Higher Education. A Demonstration
Project.

Cornell Univ., Ithaca, N.Y.

Spons Agency—Office of Education (DHEW),
Washington, D.C. Bureau of Research.

Bureau No.—BR-5-1085

Pub Date Dec 68

Contract—OEC-6-10-073

Note—52p.

EDRS Price MF-\$0.25 HC-\$2.70

Descriptors—Development, Evaluation,
*Exchange Programs, *Higher Education, *Inter-
institutional Cooperation, *Models, *Negro
Colleges, Personnel, Programs, Students,
Universities

Identifiers—Cornell University, *Hampton Institute

This project examined the worth and feasibility of exchanges of faculty, staff, and students between a small Negro college (Hampton Institute) and a large Northern university (Cornell). The objectives were to explore ways to: 1) strengthen the quality of Negro colleges and universities; 2) stimulate constructive dialogue between Negro colleges and the rest of American higher education; 3) secure greater opportunities for qualified Negroes to study; and 4) broaden the social and cultural perspectives of all those involved in the exchanges. Models representing different types of exchanges were developed and visits were made to both campuses by Hampton's and Cornell's faculty and administrators for lectures, participation in classes, and comparison of procedures, curriculum, facilities, and equipment. Student programs involved semester study exchanges and various extracurricular activities. Planning curriculum and faculty development at Hampton proved difficult at first, but mutually beneficial working relationships were later established. The problems, mostly preliminary misunderstandings, were due primarily to the historical differences between the two types of institutions. Since the conclusion of the 2-year project, activities have continued and developed greater formality and depth of cooperation. Appendices included detailed progress and evaluation reports. (DS)

ED 032 859

HE 001 159

The Committee of Fifteen Created by the Faculty
of Arts and Sciences, Harvard University. Reports,
June 9, 1969.

Harvard Univ., Cambridge, Mass.

Pub Date 9 Jun 69

Note—41p.

EDRS Price MF-\$0.25 HC-\$2.15

Descriptors—*Activism, *Discipline Policy,
Faculty, *Governance, *Higher Education, In-

stitutional Role, Responsibility, Social Change, Student College Relationship, Student Participation. *Student Role

Identifiers—*Harvard University

This pamphlet contains all the statements of the Committee of Fifteen submitted to the Faculty of Arts and Sciences and concurrently circulated within the Harvard community. The reports constitute a record of the Committee's work to June 9th under its 3 charges from the Faculty: to investigate the causes of the April crisis; to assume full responsibility for disciplining the students involved in the forcible occupation of University Hall; and to consult with representatives of the other Faculties and student representatives in order to recommend changes in the governance of the University. The first and longest document, "Interim Report on the Causes of the Recent Crisis," is accompanied by 9 memoranda written by Committee members. "Report on Disciplinary Decisions" summarizes the Committee's actions in the 138 cases presented to it in connection with the occupation of University Hall. The text of a letter sent to 102 students placed "under warning" is also included. The "Resolution on Rights and Responsibilities: Interim Statement by the Faculty of Arts and Sciences" establishes specific procedures for enforcement of these rights and responsibilities. "Plans of Working Group Three" reports the planning and preliminary observations of a subgroup of the Committee investigating possible changes in governance structures. It lists several areas of exploration along with questions the group hopes to see addressed by all interested members of the Harvard community. (JS)

ED 032 860 HE 001 162

The Campus and the Racial Crisis.
American Council on Education, Washington, D.C.

Pub Date 5 Oct 69

Note—139p.; Background papers presented at 52nd annual meeting of the American Council on Education, Washington, D.C., Oct. 8-10, 1969; to be published as portion of a book early in 1970

Available from—American Council on Education, 1 Dupont Circle, Washington, D.C. 20036
Document Not Available from EDRS.

Descriptors—*Activism, Admission (School), *African American Studies, *Curriculum, Governance, *Higher Education, Negro Students, *Racism, Urban Universities

The background papers for this meeting deal with the university's response to social turmoil in the United States, primarily in the areas of black enrollments and black studies. Todd Furniss discusses the issues motivating demands for black studies. In "Racial Pressures on Urban Institutions," Samuel Proctor describes the impatient mood of blacks, their frustrations with conventional university behavior, and the challenges of "relevance." Lincoln Gordon writes of the difficulties of governance amid conflicting pressures. Thomas H. Eliot describes Washington University's response to demonstrations and demands. "Racial Considerations in Admissions" are documented and analyzed by Alexander Astin. David Brown discusses which investments of financial resources would be most productive in solving the racial crisis. How the university curriculum should respond to larger black enrollments is examined by Amitai Etzioni in a discussion of alternative kinds of academic programs. Finally, Harold Enerson outlines the university's opportunities to improve the quality of urban life in "Higher Education and Community Services." (JS)

ED 032 861 HE 001 163

Interim Report and Recommendations by the Special Committee on Educational Principles.
Brown Univ., Providence, R.I.

Pub Date 10 Apr 69

Note—54p.

EDRS Price MF-\$0.25 HC-\$2.80

Descriptors—*Curriculum, *Curriculum Design, Curriculum Development, Educational Innovation, *Higher Education, *Innovation, *Relevance (Education), Student Participation
Identifiers—*Magazine Report, Modes of Thought Courses

The President of Brown University appointed a Special Committee on Educational Principles in December 1968 to examine the educational philosophy underlying the undergraduate curriculum, propose a statement of curricular philosophy

in time for faculty action before June 1969, and recommend specific techniques for implementation. The Committee considered recommendations of a faculty subcommittee on the curriculum and the 450-page student-authored Magaziner-Maxwell Report. Faculty and students met frequently with each other and with the Committee to discuss proposed changes. In the "Interim Report," brief statements on the purposes of the University and the principles of undergraduate education precede discussion of specific components of the new curriculum. Personal development is heavily emphasized. Under the new curriculum, the major portion of the freshman year will be devoted to Modes of Thought courses. Programs of concentration will center on broad themes; University courses will be interdisciplinary or problem-centered; opportunities for independent study will be unlimited; all courses will be graded on a "Pass" or A, B, C basis; and requirements for the BA degree will be altered. (JS)

ED 032 862 24 HE 001 164

Mock, Kathleen Ranlett Yonge, George
Students' Intellectual Attitudes, Aptitude, and Persistence at the University of California.

California Univ., Berkeley. Center for Research and Development in Higher Education.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date 69

Contract—OEC-6-10-106

Grant—BR-5-0248-1-3

Note—180p.

EDRS Price MF-\$0.75 HC Not Available from EDRS.

Descriptors—*Academic Ability, *Attitudes, College Environment, Drop Outs, Educational Environment, Environment, *Higher Education, Intellectual Development, *Persistence, *Student Characteristics, Student Motivation
Identifiers—*California University

This study examined the assumption that the meaning of college experience varies for different types of students by determining the relationships between measured personality characteristics and aptitude of students and their persistence at 3 University of California (UC) campuses—Davis, Santa Barbara and Los Angeles. It was hypothesized that the intellectual disposition and academic ability of students were related to their persistence at UC and satisfaction with their experiences there. Information was gathered on freshmen entering in Fall 1965 for 2 years. Data included personality and academic aptitude tests, questionnaires, college achievement and persistence, and interviews. In general, there was not a disproportionate number of average students remaining on the campuses after 2 years (as had been anticipated), although more of those below average left. Academic ability was unrelated to withdrawal in a linear way. Reasons for leaving were related to the types of students. The campus environments were distinct in that different reasons applied to the same types of students at different campuses. Forty percent of all the students had left by Fall 1967. Evidence presented in this report indicates that if administrators and faculty wish to retain the most students possible, particularly those who are highly intellectually oriented, they must more fully accommodate the educational and developmental needs of their students. Extensive tables and copies of the questionnaires document the text. [Not available in hard copy due to marginal legibility of original document]. (JS)

ED 032 863 JC 690 300

Annual Report, 1968-1969: The Junior College Leadership Program.

California Univ., Berkeley. Div. of Higher Education.

Pub Date 69

Note—44p.

EDRS Price MF-\$0.25 HC-\$2.30

Descriptors—*Administrator Selection, *Internship Programs, *Junior Colleges, *Leadership Training, *Teacher Education

Identifiers—California, Junior College Leadership
The Junior College Leadership Program, originally meant to supply administrative and research leadership for the growing number of colleges, has expanded its scope to include continuing development of administrators, a doctoral program for administrators and research-oriented educators, and a cooperative internship for in-

structors. Visits to participants in an institute were intended only to evaluate it, but uncovered also the need for an outside consultant source for presidents, for continuing development of second-echelon officers, and for immediate preparation of leaders from minority groups. Seminars have given an opportunity for college leader involvement and have shown the value not only of rapid transition from theory to practice, but also of theory in broadening the narrow focus on immediate needs. The doctoral program is intended to develop chief administrators, whose personal and intellectual qualities will be enhanced by a study of theory and practice, by original research, and by experience in an administrative internship. The Cooperative Internship Program is an innovation in teacher preparation designed by a joint junior college-university team. The interns, though ready to teach all students, will concentrate on the minorities. The program has tried to recruit them from the minority groups. At the employing colleges, they will carry a solid teaching load, but will also have time to prepare and research their material and to have contact with colleagues. (HH)

ED 032 864

JC 690 323

Gaddy, Dale

Faculty Recruitment.

American Association of Junior Colleges, Washington, D.C.; California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Pub Date Sep 69

Note—4p.

Journal Cit—Junior College Research Review; v4 n1 Sep 1969

EDRS Price MF-\$0.25 HC-\$0.30

Descriptors—*College Teachers, *Faculty Recruitment, *Junior Colleges

This review of literature on junior college faculty recruitment covers several aspects. Before active recruitment begins, the governing board should develop accurate job descriptions, criteria of personality and staff balance, systematic appraisal methods, wide involvement in selection, efficient assignment procedures, and promotion criteria. It must also make sure the recruiter knows its policies. To determine the need for new faculty, a ratio can be established among full-time faculty, full-time students, number of credits they carry, projected enrollment, and expected normal faculty attrition. Staff time for hiring new faculty can also be calculated. Sources of qualified teachers are many. While a master's degree is widely preferred, actual teaching competence must also be considered. In order of frequency, high schools, graduate schools, universities and other colleges, and the business world supply most instructors. The colleges may recruit by wider publicity of the opportunities on their campuses, by following up personal contacts and staff recommendations, or by choosing from unsolicited applications. Responsibility for selection varies with the college. It may rest with the dean, president, department head, advisory board, or special panel. The authoritarian vs. flexible personalities of the president and potential faculty member should also be taken into account. The review suggests several areas where further research would be useful. (HH)

ED 032 865

JC 690 335

Northern Illinois University Abstracts of Graduate Studies on the Community (Junior) College, 1968-1969.

Northern Illinois Univ., De Kalb. Community Coll. Services.

Pub Date Sep 69

Note—96p.

EDRS Price MF-\$0.50 HC-\$4.90

Descriptors—*Educational Research, *Graduate Study, *Institutional Research, *Junior Colleges, *Research Projects
Identifiers—Illinois

This document summarizes recent graduate studies (independent or for degree) on junior colleges. The topics examined were: general education requirements in three states; characteristics and attitudes of women students; student characteristics (five studies); self-concepts of selected students; social studies curricula in three states; secretarial and business programs (three studies); developmental programs (two studies); technical mathematics requirements for production technicians; a comparison of college-parallel and nursing students; admission requirements; grade

point average changes; faculty demands and participation; catalog statements on admission and retention; Afro-American history offerings; foreign language programs; junior college board members; the Illinois uniform accounting manual (two studies); and a management information system. A statement of the problem, procedure, and findings or conclusions are given for each study. (HH)

ED 032 866

JC 690 338

The Pentagonal Principle for Self-Oriented Classes.

Pub Date [69]

Note—18p.

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—*Junior Colleges, *Learning Motivation, *Small Group Instruction, *Student Participation, *Teaching Techniques
Identifiers—California, Pentagonal Principle

Under the pentagonal principle, a class is divided into groups of five (or six) to complete a discrete learning task, which is divided into five bits. Students take turns presenting the bits; if one fails, the group takes over. In this rotation, each student leads at least once in the session; the group verifies all steps. The instructor acts mainly as consultant. The principle is illustrated here with a course in math or philosophy. The outline allows for varied student interests; shows progress from strict first objectives to more flexible ones (through small group rather than lecture sessions); gives direction in the use of the textbook (Copi's SYMBOLIC LOGIC); sets up relationships among the instructor and students as individuals and as learning team members. Expected outcomes were: various interests would be generated; four to six student leaders would emerge; students would help each other; they would use the library more; their anxiety about grades would lessen; they would reach an A grade before end of term; behavior would be reinforced with little pressure from the teacher; average learning team size would stabilize at five; ten or fewer would have trouble adapting to the learning style; some would settle early for a C or B and become less attentive. At quarter's end, some groups met most expectations; some held stable and highly motivated; others were distracted by other classwork; many opted for extra sessions; students exhorted each other to study; they learned to function as group members. (HH)

ED 032 867

JC 690 339

Meek, Doris A.

An Analysis and Comparison of Conventional and Field Methods of Instruction in Education 201—The Junior College.

San Diego State Coll., Calif.

Pub Date 69

Note—13p.

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—*Field Experience Programs, *Junior Colleges, *Student Teachers, *Teaching Methods
Identifiers—California

In a junior college introductory course, an instructor taught two sections in two different ways to discover any differences in achievement or attitude. Fifteen students were randomly assigned to a conventional class and 19 to a field-work class. The first learned by lecture, group discussion, individual project, visual aids, a field trip, and an oral book report. The second class met with a teacher in their discipline at one of five local colleges, made ten visits to the college, completed at least ten of 20 behavioral objectives, recorded their experiences, and helped the instructor in several ways. Both sections took pre- and post-tests on the junior college and, at the end of term, completed a questionnaire evaluating the course and an essay on their perceptions of the junior college. In a final written exam, the conventional class answered five short essay questions and the field section designed a new college to include their own ideas. Presented are comments from both classes on college in general; faculty appraisal of the student teachers; special remarks from the field class on instruction, faculty, self-image, environment, and governance. Also summarized are essay, test, and final exam results, the writer's observations, and student evaluations. The field course appeared to produce greater student involvement, less superficial learning, demonstrable competence in subject matter, and a commitment to junior college goals.

It seemed generally to prove the worth of the pilot project. (HH)

ED 032 868

JC 690 341

Faculty Salary Schedules in Community-Junior Colleges, 1967-68.

National Education Association, Washington, D.C. Research Div.

Report No.—NEA-HES-RR-1968-R17

Pub Date 69

Note—52p.

Available from—Publications Sales Section, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. (Stock#435-13376, \$1.00)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Faculty, *Junior Colleges, *Salaries

For this survey, 602 public 2-year colleges and 251 non-public colleges were asked to participate; the response was 496 and 153 respectively. Of these, 321 public and 38 private schedules were used in this report. It details the most widespread characteristics of the public colleges; minimum, maximum, and increment structures; allowance for previous experience; requirements for academic or professional upgrading; qualifications for promotion to faculty rank; and salary stratification within rank. Representative salary schedules are shown, some by institution. (HH)

ED 032 869

JC 690 342

Eslinger, Troy R.

Special Project: Recruitment and Training of Social Welfare Assistants. Final Report. Title I.

Lees Junior Coll., Jackson, Ky.

Pub Date Dec 68

Note—7p.

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—*Junior Colleges, *Social Work, *Sociology, *Subprofessionals, *Technical Education

Identifiers—Act of 1965, Kentucky, Projects on Higher Education, Title I

In 1966, with a special grant, Lees Junior College established a Chair of Appalachian Sociology. The greater involvement thus allowed showed the need for sub-professional help, especially in welfare and day-care centers. This project set out to (1) recruit those who, with two years of training, could fill such jobs; (2) arrange articulation with senior colleges to allow credit for any who pursue a professional career; (3) coordinate its program with local agencies most likely to hire its graduates. The courses could be terminal or transfer, emphasizing basic sociology and social welfare, and including liberal arts, field work with agencies, and special service community projects. Recruitment was directed to current and prospective students and to adults in the area. In the two years of the program, 347 students enrolled; 22 went on for a B.A. Coordination with outside agencies was achieved once a salary scale and job category were set for these workers with less than a degree but more than high school. Widening its scope in the second year, the project added three consultant/instructors. Though certain state agency habits at first slowed the project, it later spurred a few agency changes. It revealed the college's role in community welfare, student reluctance to remain subprofessional, and the need for both undergraduate and graduate work-study programs in the agencies. Even those without a B.A. would benefit the community with their knowledge of society's needs. (HH)

ED 032 870

JC 690 344

O'Neill, John H.

Report on Offerings of the Sixteen-Credit Course, Problems in Contemporary Race Relations, Fall, 1968, and Winter, 1969.

Minnesota Univ., Minneapolis. General College.

Pub Date 69

Note—24p.

Journal Cit—The General College Studies; v6 n1 1969-1970

EDRS Price MF-\$0.25 HC-\$1.30

Descriptors—*Attitude Tests, *Experimental Curriculum, *Junior Colleges, *Negro Attitudes, Social Studies, *Student Attitudes, Team Teaching
Identifiers—Minnesota

After a first experiment dealing with poverty in the Twin Cities (ED 028 781), a second was undertaken to examine race relations. As the

problem was immediately important, materials would be plentiful. Four courses (speech, composition, social studies, literature) and three instructors dealt exclusively with this 2-quarter, 16-credit project. The Fall 1968 class of 25 had only four blacks in it; the next had 14. The students did field work in the community; their reports were their writing assignment. As previous pre- and post-tests of attitudes had shown a student gain in empathy with other ethnic groups, the tests were not used for these two quarters. The investigators will reinstate them next time, however, as this one revealed that the black students lost less anti-white prejudice than expected. It was also clear that, after initial hesitations, the different perspectives of team teaching contributed to the vitality of instruction. It was disappointing to discover that not all students responded to the responsibilities of freedom. A more topical approach will be used in the next project, e.g., black community life, sex and racism, under- and unemployment, integration in education, housing and civil rights, police relations, etc., and, of course, possible solutions to the problems. Prerequisites will be more rigid and the course numbers will be made specific to this project. The attitudinal tests and their results, some student reports, and descriptions of student groups are appended. (HH)

ED 032 871

JC 690 345

Kivits, Virginia M.

An Experiment in Teaching English Composition Using an Oral Laboratory Approach.

Minnesota Univ., Minneapolis. General College.

Pub Date 69

Note—13p.

Journal Cit—The General College Studies; v5 n6 1968-1969

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—*College Freshmen, *Composition Skills (Literary), Grading, *Grammar, *Junior Colleges, *Language Laboratories
Identifiers—Minnesota

Although more college students are enrolled in freshman composition classes than in any other, there is little clarity of purpose in these writing courses. In such a field, where outcomes must be expressed in terms of student writing skills acquired (or not acquired), few well-defined experiments have been reported. This investigator, in an attempt to discriminate among levels of performance in student themes, faced the problem of establishing a reliable evaluation technique. The techniques she finally adopted are described in this report. Having set up a grading system, she then sought to learn if one way of teaching grammar was more effective than another. Of two sections in the grammar course, one became the control group, taught in the traditional way, while the other, the experimental group, received three hours of language laboratory instruction and one hour in a recitation-discussion class. Tables show the correlation of rank and raters in grading the themes for each group, and pre- and post-test scores for each class. It appeared that gains were greater in style than in mechanics. The comparisons showed that theme improvement was not appreciable related to the teaching method or to the quarter of instruction. The students did improve their techniques after instruction in grammar and style. The method of grouping showed a significant upward shift in style, but an insignificant one in mechanics. (HH)

ED 032 872

JC 690 346

Knoll, Dorothy M. And Others

Researchers View Junior College Students.

American Association of Junior Colleges, Washington, D.C.; California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Pub Date Oct 69

Note—16p.

Journal Cit—Junior College Research Review; v4 n2 Oct 1969

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—*Junior Colleges, *Student Characteristics

This review covers five views of junior college students. Dorothy Knoll reminds the college of its growing community service function. It must be ready for several student clienteles with changing needs, interests, activities, and values; for the under-educated of all ages; and for those special populations not served by other schools, all without neglecting its current students. Bar-

bars Thomas discusses problems (and possible solutions) in student assessment. Late-enrolling students, requiring post-admission tests, make program planning difficult. Lack of such testing affects retention/attrition rates, placement, and teacher workload. C. E. Glenister examines 2- and 4-year students on six points of the Study of Values Scale. The differences between men's and women's values at the junior college are noted. Staff, administration, faculty, and personnel workers should consider them in selecting more effective programs and teaching methods. Terry O'Banion considers the problems of students' transfer shock (academic and emotional), including lack of counseling, low self-esteem, solidified social groups, lack of money, admission and evaluation policies, repeated testing, and doubtful prerequisites. James W. Trent urges a systematic evaluation of the junior college and its programs to understand the dynamics of the variety of institutions and students and to find principles and techniques useful to other colleges at least cost. He describes two relevant projects. (HH)

ED 032 873 **JC 690 347**
Some Who Dared: Community College Involvement with Public Service Aspects of the Urban Problem in California.

Institute for Local Self Government, Berkeley, Calif.

Pub Date 69
Contract—OEC-0-8-070192-2375-085
Note—114p.

EDRS Price MF-\$0.50 HC-\$5.80

Descriptors—*Community Service Programs, *Disadvantaged Groups, *Junior Colleges, *Occupational Mobility, *Subprofessionals
Identifiers—California

With the continuing increase in the number of public employees (federal, state, local), the Institute for Local Self Government believes junior colleges could be the primary agent in educating and training recruits. More employees are needed and many of those already so employed need retraining or upgrading. The Institute also feels that such jobs offer desirable careers to the disadvantaged. This conference report tells how five California colleges have helped prepare people for public service occupations, thus becoming involved in urban problems. It gives criteria for general development and implementation of human and municipal service programs, their acceptance by the colleges, relevance to the job market, and the need for articulation. Riverside, with six other colleges, offers Career Progression, a pilot program in supplementary training, particularly useful to Head Start personnel. Contra Costa College reports development of a New Careers program, with a common core curriculum to be supplemented by specific courses for several occupations. Pasadena City College describes its Community Development curriculum emphasizing community experience. Merritt College, among the first to train the disadvantaged for public service jobs, regards the New Careers program as an agent of change in the community colleges. San Diego Community College concentrates on developing a public service curriculum to train and educate the disadvantaged for sub-professional occupations. (HH)

ED 032 874 **JC 690 348**
Ostrom, William Albert

The Relationship of State to Current Expense of Education in California Single-College Public Junior College Districts.

Pub Date Jun 68
Note—121p.; Ed.D. dissertation
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 68-17,036, MF\$3.00, Xerography \$6.20).

Document Not Available from EDRS.

Descriptors—Comparative Analysis, Doctoral Theses, *Educational Finance, *Expenditures, *Junior Colleges, *Unit Costs
Identifiers—California

This study was an investigation of unit costs during the 1966-67 school year for single-college, California public junior college districts. The relationships between institutional size and total current expense of education, expenditures in seven major budget classifications, and expenditures in certain combinations of budgetary classes were examined. The presidents of the 51 colleges that met the criteria for inclusion were requested to send records of their colleges' expenditures for

1966-67; 48 (94.12%) responded. Information from the colleges was converted to expenditures per unit of average daily attendance. The colleges were ordered by size and divided into three groups of 16 colleges. Conclusions included: (1) the relationship between size and both the total adjusted expense and the various budget classifications was nonlinear, the smallest colleges incurred the highest, and the medium size colleges incurred the lowest mean cost; (2) regarding actual amounts expended, the smallest colleges varied the most in their expenditure patterns; (3) small colleges spent a smaller portion of funds on teachers' salaries or on other direct costs of instruction; (4) regardless of size, the distribution of funds within their budgets was similar for most of the colleges; (5) there may be a point of diminishing returns in college growth, as a college may be too large for fiscal efficiency. Recommendations developed from the results of the study are also included. (MB)

ED 032 875 **JC 690 349**
Schaefer, Roger A.

The Aims of the Missouri Community College as Expressed by Faculty and Administrators and Practices Used in the Colleges to Develop Faculty Understanding of the Aims of the College.

Pub Date 69
Note—144p.; Doctoral dissertation
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106
Document Not Available from EDRS.

Descriptors—*Administration, Doctoral Theses, *Educational Objectives, *Faculty, *Goal Orientation, *Junior Colleges, Questionnaires
Identifiers—Missouri

This study was made to determine junior college aims as (1) expressed by faculty and administration, (2) defined by administration, occupational, non-occupational, and combined faculty, (3) differing in occupational and non-occupational faculty, (4) colleges develop faculty understanding of them. Two forms were used; replies came from a specialist in each of 12 colleges, from 53 administrators, and from 557 teachers. Of the last, 288 were non-occupational, 172 occupational, and 97 combination. Of the 30 listed aims, 23 were accepted, five questioned, and two rejected by the group. The rejected were extension of home influence for two extra years and education of the mentally retarded. Acceptable aims, in rank order, included making college financially available to more people, academic guidance, identifying 4-year degree students, emphasizing teaching over research, pre-professional courses, general education in evening classes, personal guidance, placement service, short courses for special interests, technician training, moral development, meeting community needs for technicians, rousing students' vocational awareness, easing transition to college environment, providing the 14th year for all who want it, removing hindrances to transfer, worker preparation by college and industry, pre-enrollment remedial courses, leisure-time education, technical resource services to high schools. Colleges listed the use, in varying degrees, of 25 practices to develop faculty understanding of the aims. (HH)

ED 032 876 **JC 690 350**
A Study of Public Service Programs, College Level.

Rochester State Junior Coll., Minn.
Pub Date 69
Note—118p.

EDRS Price MF-\$0.50 HC-\$6.00

Descriptors—Aviation Technology, *Community Service Programs, Curriculum Planning, *Fire Science Education, Journalism, *Junior Colleges, *Law Enforcement, Social Workers, Teacher Aides

Identifiers—Minnesota

These curriculum studies were intended to determine the feasibility of new career programs in public service and aviation and to set priorities in improving or establishing them. The investigators visited administrators at selected institutions, employed consultants from many public and private agencies, and studied current literature. After study of objectives, manpower needs, costs, curriculum, staffing, and special problems, the participants in the study recommended: a police science program; a fire science program; the first phase of a teacher aide program; the postponement of a program for social work case aides;

continuation of the current program in aviation with additions to the introductory and orientation courses, but not facilities for commercial pilot training; and an occupational journalism program with all transferable courses. Details are given for each step in the examination of all programs. (HH)

ED 032 877 **JC 690 352**
Strategy for Change in the Junior College;

Selected Proceedings of the National Conference (2nd, Vincennes, Indiana, June 15-18, 1969).

American Association of Junior Colleges, Washington, D.C. Program with Developing Institutions.

Report No.—AAJC-PWDI-Pub-8

Pub Date Sep 69

Note—95p.

EDRS Price MF-\$0.50 HC-\$4.85

Descriptors—Conferences, *Faculty, *Junior Colleges

Identifiers—*American Association of Junior Colleges, Program with Developing Institutions

When the Program with Developing Institutions was funded for a second year, it was decided to hold a national conference at Vincennes University, plus subsequent regional meetings, on the new faculty development program. It was to stress change in relation to faculty development and improved instruction, with a chance for small-group discussions. Main addresses were on reasons for change, process of affecting change, innovative colleges, challenge of educational technology, change in a small private college, USOE and developing colleges, plea for starting over, students as change agents, new communication potentials for junior colleges, comparative guidance and placement as a change tool, general and technical education, and time for a change. Panels discussed the change process, catalysts of change, how students are turned on, and education for whom. Major ideas from the small-group discussions were the use of interaction analysis, role playing, and sensitivity training; use of tapes to aid in evaluation; more use of students as tutors, counselors, etc.; faculty workshops in using visual aids; limited class size for developmental courses; released time for innovation; constant appraisal and revision of teaching methods; interdepartmental cooperation in remedial programs; compensatory programs for the deprived; peer-group interaction to turn students on; student participation in all phases of college life; turned on faculty to produce turned on students; change as a function of student needs. (HH)

ED 032 878 **JC 690 353**
Menefer, Selden, Ed. Orcutt, Jack, Ed.

Focus on Action: A Handbook for Developing Junior Colleges.

Report No.—AAJC-PWDI-Monograph-5

Pub Date May 69

Note—159p.

EDRS Price MF-\$0.75 HC-\$8.05

Descriptors—Administration, Community Services, Curriculum, *Development, Faculty, *Guidelines, Instruction, *Junior Colleges, Students

Identifiers—American Association of Junior Colleges, Program With Developing Institutions

A collection of articles that have appeared in the Junior College Journal, as well as selected articles from Developing Junior Colleges, was compiled in conjunction with the Program With Developing Institutions sponsored by the American Association of Junior Colleges. The purpose of the monograph is to provide guidelines for developing colleges in the areas of administration, faculty and board problems, instruction, curriculum, student personnel, and community services. (MB)

ED 032 879 **JC 690 354**
Eaton, Winifred K.

Asian/African Studies in the Two-Year Colleges of New York State.

Pub Date [69]

Note—19p.

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors—*Area Studies, *Foreign Culture, *International Education, *International Programs, *Junior Colleges, Programs

Identifiers—New York

This study surveyed the Asian/African courses offered at junior colleges in New York State. Literature cited emphasized the need for such courses at the junior college level to acquaint stu-

dents with, and help them develop an appreciation for, the culture and people of foreign countries. Questionnaires were sent to the president or dean of the 65 2-year colleges in the state; of the 54 that responded, 45 (83%) reported designated Asian/African courses or had measurable amounts of material infused in courses with other names. Nineteen Asian courses and 11 African courses were reported; planned new courses numbered six and 11 respectively. Factors associated with area study offerings included faculty travel, faculty participation in federally sponsored seminars, and the presence of foreign faculty members. Colleges supplemented course offerings by increasing their area library collection, providing art and book exhibits, using slide and film presentations, and inviting foreign speakers on campus. (MB)

ED 032 880 JC 690 355

Reed, M. Douglas
CVCC Student Performance on the Holland Vocational Preference Inventory.
Central Virginia Community Coll., Lynchburg.
Guidance Dept.
Report No.—CVCC-RR-1-69
Pub Date 69
Note—15p.

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—*Comparative Analysis, *Junior Colleges, *Personality Assessment, *Personality Tests, *Psychological Tests, Tests
Identifiers—Holland Vocational Preference Inventory, Virginia

In the fall of 1968, 269 males and 167 females at Central Virginia Community College were administered the Holland Vocational Preference Inventory. Statistical comparisons were made scale-for-scale between these students and national normative group average scores. The comparisons of means and standard deviations were analyzed by "t" tests; the results of these tests were presented. In general it was found that both males and females were quite different from the standardized groups and appeared to be somewhat deficient in the areas considered essential for effective educational outcomes. This report was prefaced with a description of the test including a discussion of its rationale, reliability and validity, and the advantage of using this type of personality inventory. (MB)

ED 032 881 JC 690 356

Maslow, Richard
The One Course Class Load: A First Step for Teaching General Psychology in Community Colleges.

Pub Date Sep 69
Note—7p.; Paper presented at the American Psychological Association Convention (Washington, D.C., September 1969).

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—Grading, *Junior Colleges, *Lecture, *Psychology, *Small Group Instruction, Teaching Load, *Teaching Techniques, Testing
Identifiers—California

Dissatisfied both with lecturing to 125 students three times a week and with the idea of having teaching assistants conduct seminars, the author devised a new method of handling his class. With administration consent, he arranged to lecture to the whole class (by then, 275 students) twice a week and to conduct 11 seminars of 25 students each. These 13 classroom hours a week were his entire teaching load. At first meeting, the class was introduced to its "contract" with the instructor, the course workbook, the immediate-feedback testing method, the seminars, and the grading system. The workbook consisted of open-end questions derived from all segments of the course (lecture, seminar, text, and outside reading) and was the basis of all examination questions. The testing method, intended to give the students immediate feedback, is described in detail, as are the terms of the contract and the grading system. The last was designed to show the students' learning more accurately than the customary curve grading. The instructor added interest to the lectures by use of slides, film strips, etc., and by pre-arranged student illustrations of an idea. He also learned each student's name. Seminars were not necessarily coordinated with the lecture material, but instead encouraged the student to understand and express his feelings toward himself and society. The instructor found he saw more students in his office than in previous years, even those spent counseling. (HH)

ED 032 882 JC 690 357

Staff and Program Development Plan, 1969-70.
Hillsborough Junior Coll., Tampa, Fla.
Pub Date 69
Note—14p.

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—Development, *Educational Planning, *Junior Colleges, *Master Plans, Planning
Identifiers—Florida

By 1985 Hillsborough Junior College will be a comprehensive community college composed of five campuses, each having four sub-colleges, and a total enrollment of 25,000 students. This report outlines the long-range goals of the institution as well as the objectives to be met during the 1969-70 academic year. To meet these objectives, the college will: (1) use the systems approach in the areas of administration, curriculum, counseling, budget, personnel, and facilities; (2) implement an instructional-specialist approach in its algebra, English composition, and biology courses; (3) write its entire curriculum in the language of behavioral objectives; (4) identify cognitive styles and learning patterns by which each student learns most effectively; (5) predict the role of the teacher in 1974 as a manager of learning and construct a differentiated staffing pattern; (6) institute an instructional resources center; and (7) write the educational specifications for its first campus. Other areas that will be tailored to meet the objectives of the college include the counseling services, the budgeting system, and the admission and records procedures. (MB)

ED 032 883 JC 690 358

Faculty Advisor Guidance-Counseling Manual.

Harcum Junior Coll., Bryn Mawr, Pa.
Pub Date 67
Note—22p.

EDRS Price MF-\$0.25 HC-\$1.20

Descriptors—*Counselors, *Faculty Advisors, *Guidance Counseling, *Junior Colleges, *Womens Education
Identifiers—Pennsylvania

Harcum, a junior college for women, defines counseling as the way the experienced can help someone else to understand herself and her opportunities, to make suitable adjustments and decisions accordingly, to accept responsibility for choice, and follow a course of action in harmony with it. Faculty members act as advisors, as they know policies, course requirements, student personalities, and vocational requirements as well as full-time counselors. The principal aim of the guidance program is to help students make better use of their abilities—social, academic, and personal. Each Harcum student receives three planned interviews per year, one after each mid-term grade report and one after the start of the second semester. They cover academic, vocational, and personal/social matters. A confidential folder is maintained, containing information from each session, academic records, and data on any further action taken, such as referral to the health service or to a dean. A follow-up is essential on any referral. The advisor must know the college policies, regulations, and academic requirements and be prepared to help the student, formally or informally, in many areas, e.g., choice of program, study habits, extra-curricular activities, and long-range vocational plans. He must be genuinely interested in helping her to reach her own decisions, not in imposing his own values. The advisor can use the resources of the whole campus, including any other department, service, faculty, or staff member. (HH)

ED 032 884 JC 690 359

Recommended Student Counseling Referral Procedures for Faculty and House Directors.

Harcum Junior Coll., Bryn Mawr, Pa.
Pub Date Sep 67
Note—9p.

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—*Counseling, *Counseling Services, *Faculty Advisors, *Guidance Counseling, *Junior Colleges, *Womens Education
Identifiers—Pennsylvania

This report outlined a referral procedure to facilitate communications among faculty guidance-advisors, house directors, and the student personnel service division technical staff who provide student counseling assistance. Three basic types of referrals were discussed, namely self-referrals, faculty/house director referrals, and compulsory referrals. Guidelines were provided

for the faculty advisors and house directors on how to deal with students requiring counseling services and how to determine when the various methods of referral are appropriate. (MB)

ED 032 885 JC 690 361

Chadbourne, James P.
The Future Is Now! Report of a Workshop for New Junior College Deans of Instruction (Los Angeles, July 7-12, 1969).

California Univ., Los Angeles. Junior Coll. Leadership Program.

Pub Date 69
Note—22p.

EDRS Price MF-\$0.25 HC-\$1.20

Descriptors—*Administrative Personnel, *Administrator Role, Behavioral Objectives, *College Deans, College Role, *Instructional Improvement, Instructional Innovation, *Junior Colleges, *Workshops

The proceedings of a workshop for 27 new junior college deans of instruction conducted at UCLA were reviewed. The purpose of the workshop was to give the new deans an opportunity to hear of innovations in junior college education emphasizing the instructional systems approach and institutional team building. Topics discussed included: objectives as a basis for supervision and improving instruction; human relations and organizational development; how the dean is seen by other members of the college community; innovations the deans plan to put into action at their respective colleges; the challenges facing the dean and various ways of meeting these demands; and the role of the community college in today's society. The deans also participated in a sensitivity training micro-lab designed to improve leadership skills. A list of workshop leaders and participants was provided. (MB)

ED 032 886 JC 690 363

To Work in a Junior College.

American Association of Junior Colleges, Washington, D.C.

Pub Date 66
Note—25p.

Available from—American Association of Junior Colleges, One Dupont Circle, N.W., Washington, D.C. 20036 (\$0.50)

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—*Administrator Selection, *Faculty Recruitment, *Junior Colleges, *Salaries

This pamphlet provides information for those who may be interested in working in the junior college field and those in the colleges who are looking for staff for their campuses. Opportunities are plentiful in either the large public colleges, with their diverse student bodies and curricula, or in the smaller independent institutions. Those interested in administration will have a chance to work on new programs, new facilities, and growing community services, and to develop their own imaginative leadership. They will find ample opportunity for movement within the field, for advancement, and for growth in responsibility and position. Matching attractions exist for the faculty positions in the colleges, which both respond to new and immediate community needs and plan energetically for the future. The paper describes typical administrative positions, shows a table of representative salaries (1965-66), and discusses recruitment and selection of such personnel. It next outlines the qualifications for teaching positions, shows a table of median salaries, lists and describes professional agencies and associations, gives the various state requirements for instructors, and provides sources of assistance and information. (HH)

ED 032 887 JC 690 365

Hurlburt, Allan S.

State Master Plans for Community Colleges.

American Association of Junior Colleges, Washington, D.C.; California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information; Regional Education Lab. for the Carolinas and Virginia, Rougemont, N.C.

Report No.—Monograph-8

Pub Date Oct 69
Note—55p.

Available from—American Association of Junior Colleges, One Dupont Circle, N.W., Washington, D.C. 20036 (\$2.00)

EDRS Price MF-\$0.25 HC-\$2.85

Descriptors—*Junior Colleges, *Master Plans, *State Legislation

Comprehensive plans for 19 states, in use or recommended at time of writing, were studied for this Monograph. It establishes a rationale for state master plans, analyzes relevant literature, tells who is doing the planning, describes the process of developing a plan and getting it adopted, examines the 19 plans for content, suggests ways to implement them, and identifies areas of needed research. The major purposes of a state master plan are to: show concern for the education of both adults and adolescents; define an organized system of higher education instead of a group of institutions; meet both universal and diverse needs; outline a minimum foundation program; help community self-assessment of educational needs; remove college development from political and local pressures; set priorities; insure coordination of all higher education; provide a basis for further planning; disclose areas of needed research; encourage and facilitate the systematizing of routine state services; encourage cooperative planning by both private and public schools for their mutual benefit; reveal inadequacies in current laws and prepare for new legislation; serve as a public relations instrument; and bring together laymen and professional educators in a common endeavor. The author finds it fortunate that, with state planning for the junior college needed as never before, more and more of it is under way. (HH)

ED 032 888 JC 690 366
Herscher, Barton R. Hatfield, Thomas M.
College-Community Relations.

American Association of Junior Colleges, Washington, D.C.; California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Pub Date Nov 69

Note—4p.

Journal Cit—Junior College Research Review; v4 n3 Nov 1969

EDRS Price MF-\$0.25 HC-\$0.30

Descriptors—*Advisory Committees, *Community Relations, Community Services, Community Support, *Junior Colleges, *Public Relations

Several aspects of college-community relations were discussed in this review. In the avocational realm, as well as the vocational, the 2-year college can serve the special needs and interests of the community. Short courses, lecture series, concerts, leisure activities and services, and community use of campus facilities help the community college to meet the challenge of its name. Effective public relations programs must (1) assemble facts on the objectives and resources of the college and on areas of public ignorance and possible criticism; (2) pinpoint its target populations; and (3) make full use of its sources of information, including faculty and staff, students, instructional programs, college events, and community services. A college's image may be enhanced by a clearly defined philosophy, precise objectives, and programs that meet the stated objectives. Advisory committees, which are actively involved in the planning and decision-making processes, help to fulfill the need for 2-way communications between the college and the community. The results of one study, focusing on community opinion, indicated that an association exists between informed individuals and a positive opinion toward the college. Regardless of the means employed, closer college-community relations play an important role in making the college a true "community" college. (MB)

ED 032 889 LI 001 311

Richmann, Felix And Others

Library Resources in the Mid-Hudson Valley: Columbia, Dutchess, Greene, Orange, Putnam, Rockland, Sullivan, Ulster.

Spons Agency—Mid-Hudson Libraries, Poughkeepsie, N.Y.; Ramapo Catskill Library System, Middletown, N.Y.

Pub Date 65

Note—519p.

EDRS Price MF-\$2.00 HC-\$26.05

Descriptors—Centralization, College Libraries, *Library Cooperation, *Library Networks, *Library Planning, *Library Services, *Library Surveys, Public Libraries, School Libraries, Special Libraries

Identifiers—New York

The purpose of this study was to "survey the library resources in the eight Mid-Hudson Counties of Columbia, Dutchess, Greene, Orange, Putnam, Rockland, Sullivan, and Ulster in order to

develop a plan of service in which assets would be shared, resources developed, and services extended." Survey data were collected by six questionnaires; visits and evaluations of college, public and special libraries; and a review of the literature of the field. Study findings are presented in sections on the history of the region, the present situation, and libraries of all types. A summary and projections are also included. Thirty-five specific recommendations are made which cover overall planning, public libraries, college libraries, school libraries, central services, and future development. The basic recommendation of the study is that the eight counties of the Hudson Valley be considered as a unified library area, with the Southeastern New York Library Resources Council designated as the agency to work toward integration of all libraries at all levels in the eight counties. Appendixes include tables of survey data, the survey questionnaires, and checklists used in the library evaluations. (JB)

ED 032 890 LI 001 363

Pings, Vern M.

Study of the Use of Interlibrary Loan Service in Clinical Environments.

Wayne State Univ., Detroit, Mich. Library and Biomedical Information Center.

Spons Agency—National Library of Medicine, Bethesda, Md.

Report No.—R-46

Pub Date Dec 68

Note—23p.

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors—Health Facilities, Health Personnel, *Interlibrary Loans, *Library Networks, *Library Services, *Medical Libraries, Physicians, *Use Studies

This interlibrary loan study was done in 16 health care institutions during two weeks in November, 1967 and two weeks in March, 1968. Each interlibrary loan requester was asked to record what position he held (attending staff, resident, intern, other staff), and whether his request was related to patient care, teaching, continuing education, or research. The discussion covers the dependability of questionnaire information, who uses the service, need for and growth of the service, and use of the service by different groups of requesters. Among the conclusions reached are that (1) interlibrary loan service involves many factors and simple counts of users and requests are not useful for determining service policy, and (2) if access to scholarly records for health care is accepted as a requirement in hospital environments, perhaps an interinstitutional approach to planning for the access service would be more valuable than trying to define what a single hospital library ought to do or be. (CC)

ED 032 891 LI 001 364

Pings, Vern M.

The Health Science Library as an Object of Study.

Wayne State Univ., Detroit, Mich. Library and Biomedical Information Center.

Spons Agency—National Library of Medicine, Bethesda, Md.

Report No.—R-47

Pub Date Jan 69

Note—15p.

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—Administration, *Institutional Environment, Librarians, *Library Services, *Medical Libraries, *Models, *Objectives, Use Studies

The purpose of this report was to formulate a definition of health science libraries which would allow them to be objects of study. Four general definitions of health science libraries are presented from the viewpoints of: (1) librarians and managers of libraries as institutions, (2) the institutions or administrative units supporting library operations and service, (3) users of library services, and (4) a supra-institutional organization or concept, the library network or system. The hypothesis proposed is that a health science library can be identified as an object of study only through the institutional setting in which it operates. (CC)

ED 032 892 LI 001 407

Smith, Joan M. B.

A Periodical Use Study at Children's Hospital of Michigan.

Wayne State Univ., Detroit, Mich. Library and Biomedical Information Center.

Spons Agency—National Library of Medicine, Bethesda, Md.

Report No.—R-48

Pub Date Mar 69

Note—11p.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—Hospitals, *Interlibrary Loans, *Library Planning, *Medical Libraries, *Periodicals, *Use Studies

Identifiers—*Childrens Hospital of Michigan

A periodicals use study was conducted in the Medical Library of Children's Hospital, a pediatric teaching hospital, during the six month period from September 1, 1967 to February 29, 1968. Results of the study showed that the three kinds of periodical use—circulation, reading room use, and interlibrary loan—have similar but not identical patterns within the same library. In each kind of use reader interest is focused on recently published material. Less than 5 per cent of periodical material used was more than 15 years old at the time of use. Periodicals published in the most recent five year period had the heaviest use. Data collected during the study were consistent enough to provide a basis for administrative and planning decisions for the library in which the study was performed. The collected data appear in appended tables. (Author/CC)

ED 032 893 LI 001 668

Nehama, Isaac D. Davis, Malcolm R.

Information Processing, Personnel Survey, 1968.

American Federation of Information Processing Societies, Montvale, N.J.

Spons Agency—Advanced Research Projects Agency.

Report No.—AFOSR-69-1434TR

Pub Date 68

Note—82p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD 688 937, MF \$0.65, HC \$3.00).

Document Not Available from EDRS.

Descriptors—*Information Science, *Organizations (Groups), *Personnel Data, *Professional Personnel, *Statistical Data

The principal objectives of the survey were: (1) to obtain data characterizing the professional make-up of the members of the participating societies. The data was to be descriptive of professional categories, activities and other factors of employment in the field of information processing and (2) to make the results of the survey available to members and the general public through the media of the participating societies. The questions used in the survey fell into 5 major categories: (1) personal data, (2) education, (3) employment, (4) professional activities, and (5) salary and income. Data were acquired by questionnaires sent from seven professional societies to their members; data summaries were presented in tabular and graphic form. Among the 29,826 respondents, 19% were in the 25-30 yr. age range, 22% in the 30-34 yr. range, and 20% in the 35-39 yr. range; 87% of the respondents were male. The respondents included 7.5% Ph.D.'s, 24% M.S.'s, and 37% Bachelor's Degree holders. The predominant discipline among degree holders at all levels was engineering; mathematics was second, and physical sciences third. The predominant occupational specialty was programming. The predominant areas of application of users were scientific and engineering, and business and administration. An extensive analysis was also included in the report. (Author/RM)

ED 032 894 LI 001 696

Blackburn, Robert H. Stuart-Stubbis, Basil

Financial Implications of the Downs Report on

Canadian Academic and Research Libraries.

(Repercussions Financieres du Rapport Downs sur les Bibliothèques d'Université et de Recherche au Canada); The Downs Report in Perspective; (Le Rapport Downs).

Association of Universities and Colleges in Canada, Ottawa (Ontario).

Pub Date 69

Note—46p.; A related document is ED 019 095, the Downs Report.

Available from—Association of Universities and Colleges of Canada, 151 Slater Street, Ottawa 4, Ontario (M1 00)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Educational Trends, *Financial Support, Library Collections, Library Cooperation,

*Library Expenditures, Library Facilities, *Library Planning, *Research Libraries, *University Libraries
Identifiers—*Canada

A report entitled "Resources of Canadian Academic and Research Libraries," by Robert B. Downs, (ED 019 095) was the subject of conference held in Montreal, in April 1968, sponsored by the Association of Universities and Colleges of Canada and the Canadian Association of College and University Libraries. This document consists of two key papers on the Downs Report which were presented at the conference. The paper by Robert Blackburn is an attempt to project the operational and capital costs of academic libraries in Canada during the next ten years, based on the principles stated in the Downs Report. Calculations are based on the best figures available in the summer of 1968. The second paper, "The Downs Report in Perspective" by Basil Stuart-Stubb, discusses general trends in universities, libraries, and in knowledge itself that have a direct bearing on the present and future situation of libraries. This document also includes copies of both papers in French. (JB)

ED 032 895 LI 001 698

Rather, John C., Ed.

Conversion of Retrospective Catalog Records to Machine-Readable Form; A Study of the Feasibility of a National Bibliographic Service.

Library of Congress, Washington, D.C.

Spons Agency—Council on Library Resources, Inc., Washington, D.C.

Pub Date 69

Note—242p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. (LC 1.2: M 18/5, DC 25).

EDRS Price: MF-\$1.00 HC Not Available from EDRS.

Descriptors—Administrative Problems, *Bibliographic Citations, *Cataloging, Computer Programs, Computers, Costs, *Data Bases, Feasibility Studies, *Information Processing, *Input Output, National Programs

Identifiers—Library of Congress, *Machine Readable Cataloging, MARC

This report examines (1) the present state of the art of hardware and software applicable to large-scale conversion, storage, and retrieval of retrospective bibliographic information; (2) the organizational and administrative aspects of the task; (3) costs of hardware, software, and manpower; and (4) possible approaches to the timing and funding of the project. The main body of the report examines the various problems involved and explores possible solutions. It is concluded that (1) the MARC (Machine Readable Cataloging) service should be expanded to cover all languages and forms of material; (2) conversion for a national bibliographic data base requires standardization of bibliographic content and machine format; and (3) large-scale conversion should be accomplished as a centralized project. Appendices discuss (1) duplication (overlap) in U.S. library collections, (2) actual and planned data conversion activities in selected libraries, (3) a summary of interviews with consultants, (4) the history and future of Library of Congress (LC) catalog records, (5) changes in LC catalog cards, (6) completeness of machine-readable catalog records, (7) format recognition, (8) computer requirements for a national bibliographic service, and (9) staff complement and unit costs. (JM)

ED 032 896 LI 001 724

Proceedings of the Air Force Second Scientific and Technical Information Conference, 28-29 April 1965.

Air Force Systems Command, Washington, D.C.

Pub Date Sep 65

Note—75p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD 621 800, MF-\$0.65, HC-\$3.00)

Document Not Available from EDRS.

Descriptors—*Armed Forces, *Conference Reports, *Information Dissemination, Information Needs, *Information Systems, *Management

The progress reports on the second STINFO (Scientific and Technical Information) Conference show developments in various areas of research. The conference stressed the importance of past and future improvements in technology, management, user analysis, coordination with

governmental agencies on various levels, evaluation methods, selective dissemination and information transfer, and technical documentation. (RM)

ED 032 897 LI 001 727

Kelley, K.C. And Others.

ISL - A String Manipulating Language.

Illinois Univ., Urbana. Coordinated Science Lab.

Spons Agency—Joint Services Electronics Program, Fort Monmouth, N.J.

Report No.—R-407

Pub Date Feb 69

Note—33p.; A related report is AD-679 915.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD 683 498, MF-\$0.65, HC-\$3.00)

Document Not Available from EDRS.

Descriptors—*Information Retrieval, *Input Output, *Problem Solving, *Programming Languages, *Search Strategies

Identifiers—ISL Programming Language

The Information Search Language (ISL), described in this report, is a problem-oriented language designed to facilitate the manipulation of real character strings with the Control Data 1604 computer. The report gives instructions for the language; these may be classified as Pseudops, Word-Oriented instructions, Character-string instructions, Transfers, and Input-output instructions. (The ISL language is imbedded in the ILLAR assembly language used at the Coordinated Science Laboratory, Illinois University.) The requirements imposed by the ILLAR system on ISL are given in this report in addition to the features of the ILLAR system which are immediately available to the ISL programmer. Useful program driven subroutines and typewriter driven routines are also described. (Author/RM)

ED 032 898 LI 001 732

Gautin, Harvey

Real English: A Translator to Enable Natural Language Man-Machine Conversation.

Pennsylvania Univ., Philadelphia. Moore School of Electrical Engineering.

Spons Agency—Air Force Office of Scientific Research, Arlington, Va. Directorate of Information Science.

Report No.—AFOSR-69-1481TR

Pub Date May 69

Note—166p.; A related report is AD 673 899.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-689, MF-\$0.65, HC-\$3.00)

Document Not Available from EDRS.

Descriptors—*Computational Linguistics, English, *Information Retrieval, *Man Machine Systems, *Programming Languages, *Search Strategies, Sentence Diagraming, Syntax

Identifiers—*Real English

This dissertation presents a pragmatic interpreter/translator called Real English to serve as a natural language man-machine communication interface in a multi-mode on-line information retrieval system. This multi-mode feature affords the user a library-like searching tool by giving him access to a dictionary, lexicon, thesaurus, synonym table, and classification tables expressing binary relations as well as the document file representing the field of discourse. Real English will (1) syntactically analyze the user's message by means of a string analysis grammar to produce a tree representing the interrelationships of the grammatical entities comprising the message, (2) use this tree together with a pragmatic grammar to establish the set of commands necessary to fulfill the request, and (3) form the proper syntax for each command. The system is designed such that new linguistic discoveries may be incorporated by the grammarian without a major overhaul in the procedures. In the operation of the system the user is permitted to phrase his requests in any convenient form (i.e. declarative, imperative, interrogative, or fragmented sentence referred to as conversationally dependent sentences). Thus instead of placing the user in the difficult position of learning a new language, the system is given the responsibility of responding in and to the user's natural language. (Author/RM)

ED 032 899 LI 001 733

Vaden, William M.

An Analysis of World-Wide Contributions to "Nuclear Science Abstracts," Volume 22 (1968).

Atomic Energy Commission, Oak Ridge, Tenn. Div. of Technical Information.

Pub Date Apr 69

Note—97p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (TID-25004, MF-\$0.65, HC-\$3.00)

Document Not Available from EDRS.

Descriptors—*Abstracts, Information Retrieval, *Information Storage, *Nuclear Physics, *Periodicals, *Statistical Analysis

Identifiers—*Nuclear Science Abstracts

Beginning with volume 20, "Nuclear Science Abstracts" (NSA) citations, exclusive of abstracts, have been recorded on magnetic tape. The articles have been categorized by 34 elements of the citations such as title, author, source, journal, report number, etc. At the time of this report more than 130,000 citations had been stored for purposes of index preparation, information retrieval, and statistical examination. The report presents a brief introduction to the computer-based system and describes the methods used for selection and categorization of NSA materials. The global contributions to NSA based on these categorization methods are examined. Three appendices include an analysis of six top countries on the basis of individual contributions, a complete listing of journals contributing to volume 22 of NSA, and a ranking of the top 350 journals contributing to volume 22 of NSA. (CC)

ED 032 900 LI 001 735

Goldenson, A.F. Cardwell, D.W.

Query Methods in Information Retrieval—Criteria for Selection and Application.

Union Carbide Corp., Oak Ridge, Tenn. Nuclear Div.

Spons Agency—Oak Ridge National Lab., Tenn. Library.

Report No.—ORNL-TM-2376

Pub Date Mar 69

Note—30p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (PB 183 448, MF-\$0.65/HC-\$3.00)

Document Not Available from EDRS.

Descriptors—*Automation, *Comparative Analysis, *Information Retrieval, *Information Storage, *Search Strategies

This report studies and classifies, according to distinct user-oriented features, the various computer-aided systems developed for storage and retrieval of information in a wide range of fields. Such features are described and evaluated to determine the nature of characteristics that have a strong bearing on the relative success of various query methods that can be employed in information retrieval from the memory banks of modern computers. (Author/RM)

ED 032 901 LI 001 736

Interferon Scientific Memoranda: A Report on the Feasibility of Increasing the Efficiency and Effectiveness of Scientific Research Through the Use of New Communications Media.

Areis Corp., McLean, Va.

Pub Date 69

Note—43p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (PB 184 650, MF-\$0.65, HC-\$3.00)

Document Not Available from EDRS.

Descriptors—*Communications, Information Dissemination, *Information Networks, *Media Research, *Organizations (Groups), *Scientific Research

Identifiers—*Interferon Scientific Memoranda, ISM

The desirability of increasing the speed of informal communications of information among investigators in well-defined areas of scientific discipline has been well established. The purpose of this study was to develop more advanced media for this type of communication and to determine the overall effect on cost and efficiency on a selected area of scientific investigation of such a communication system. An investigation of available communications media determined, considering economic and operational as well as technical feasibility, that the photo-duplication medium using the mails as a communications channel would provide the best test vehicle. The test program, in its first year of operation, proved the feasibility and usefulness of a rapid informal communication system. In addition, every dollar

spent on the test returned over ten dollars to the total interferon research effort through the elimination of unnecessary duplication of experiments, the identification of new areas for exploration, and savings in animals, supplies and facilities. (Author)

ED 032 902

LI 001 740

West, Leslie E.
SPIRAL (Sandia's Program for Information Retrieval and Listing)

Sandia Corp., Albuquerque, N. Mex.

Report No.—SC-RR-68-819-C

Pub Date Dec 68

Note—72p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (PB-183 119, MF-\$0.65, HC-\$3.00)

Document Not Available from EDRS.

Descriptors—*Content Analysis, *Electronic Data Processing, *Information Retrieval, *Information Storage, Information Systems, *Search Strategies

Identifiers—*SPIRAL

The general scope of SPIRAL is storage of free-flowing text information into a machine-readable library and recall of any portions of this stored information that are relevant to an inquiry. The major objectives in the design of the system were (1) to make it easy to use by persons unfamiliar with computer systems; and (2) to make it efficient, in terms of information storage requirements, processing time to answer an inquiry, and the pertinence of the response to the inquiry. Several characteristics of the system are believed to be unique, including methods of data-compression, organization of inquiries, comparison of phrases, and comparison of paragraphs. (Author)

ED 032 903

LI 001 742

Journal Publication of Material Presented at the 1967 Annual Meeting of the Geophysical Union During the Year Following the Meeting.

Johns Hopkins Univ., Baltimore, Md. Center for Research in Scientific Communication.

Report No.—TN-6

Pub Date Jun 68

Note—25p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (PB 184 968, MF-\$0.65, HC-\$3.00)

Document Not Available from EDRS.

Descriptors—*Conferences, *Geophysics, *Information Dissemination, *Periodicals, *Reports

Identifiers—*American Geophysical Union

The April 1967 Annual Meeting of the American Geophysical Union was the subject of an investigation of scientific information exchange among geophysicists. The study focused on meeting presentation papers and drew a sample of 240 of the 800 presentation authors. The results of the meeting study demonstrated the currency of the work reported by these authors—the median date of inception of reported work was 13 to 15 months prior to the meeting and the median date by which the work was completed and first considered reportable was one year later or three months prior to the meeting. The study also revealed that most of the authors viewed their meeting presentations as interim reports of the work—83% indicated at the time of the meeting that they planned further dissemination of their work in journal article form. The report presents the findings on the formal publication of this material during the year following the 1967 meeting. (Author)

ED 032 904

LI 001 744

Peirce, James G. And Others

Supporting Studies on QDRI Project Plan. Report No. 2. Conversion Procedures for Automation.

Frankford Arsenal, Philadelphia, Pa.

Report No.—R-1869A

Pub Date Jun 67

Note—44p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD 691 124, MF-\$0.65, HC-\$3.00)

Document Not Available from EDRS.

Descriptors—*Automation, *Computer Programs, *Data Processing, *Information Processing, *Information Systems

Identifiers—QDRI, *Qualitative Developments

Requirement Information

This report describes the tasks and related efforts necessary to convert the present Qualitative Developments Requirements Information (QDRI) Program from a clerical operation into an automated information processing system. A description of the QDRI Program is presented whereby current operations, files, procedures, etc. are contrasted to planned functions. An implementation plan, covering in detail the activities to be accomplished for the establishment of the QDRI Information Processing System, follows the functional description. This, in turn, is supported by plans describing project staffing requirements, project costs, and project schedules. (Author)

ED 032 905

LI 001 752

Bourne, Charles P.

Overlapping Coverage of "Bibliography of Agriculture" By 15 Other Secondary Services.

Information General Corp., Palo Alto, Calif.

Spons Agency—National Agricultural Library

(DOA), Washington, D.C.

Report No.—IGC-PA-69-39

Pub Date 1 Jun 69

Note—79p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (PB 185 069, MF-\$0.65, HC-\$3.00)

Document Not Available from EDRS.

Descriptors—*Abstracts, *Agriculture, *Indexes (Locators), Information Services, *Information Sources, *Periodicals

Identifiers—*Bibliography of Agriculture

This report presents the results of a study of the nature and extent of overlap in coverage by the "Bibliography of Agriculture" (B of A) and 15 other abstracting and indexing services. Using a sample of over 5000 citations from 1967 issues of B of A, literature searches were made in 15 other related services to determine the extent and nature of overlapping coverage. One of the major findings was that approximately 54 percent of the B of A citations were not covered by any of these 15 other services. The material covered uniquely by B of A was not significantly different in national or linguistic origin or form of publication from the B of A material that was overlapped by the other services. A total of 156 different combinations of overlapping coverage were noted. The greatest amount of overlap was provided by "Pesticides Documentation Bulletin," "Biological Abstracts," "Chemical Abstracts," "Biological and Agricultural Index," in that order, with no single service overlapping more than 20 percent of the B of A data base. (Author)

ED 032 906

24

LI 001 755

Sommer, Robert

The Ecology of Study Areas.

California Univ., Davis.

Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Bureau No.—BR-6-1121

Pub Date 68

Contract—OEC-4-6-061121-0683

Note—72p.

EDRS Price MF-\$0.50 HC-\$3.70

Descriptors—*Classrooms, Dining Facilities, Dormitories, *Ecology, Educational Environment, *Environmental Influences, *Facility Utilization Research, *Space Utilization, *Study Facilities, University Libraries

This project was conducted to determine the conditions that make a satisfying study environment in colleges and universities and to relay the findings to those who design and manage educational spaces. The investigation focused upon the process of studying and its relation to environmental setting, and data was primarily gathered through site interviews at 24 institutions of higher learning in northern California. Six complementary questionnaires, consisting of open-ended and multiple choice items, were used for the interviews. These cover room studying, library studying, general environment, library-residence comparison, and distractions. Other small scale investigations on related matters were also undertaken. The survey findings and recommendations are grouped according to specific study locations: (1) library reading areas, (2) dormitories, (3) cafeterias and lounges, (4) empty classrooms, and (5) outdoor areas. Findings make it clear that an effective study environment is as much a matter of administrative rules and educational programming as architecture. To reach librarians, residence hall managers, and others

who administer educational spaces, the author has written a number of articles based on the study findings for professional journals. References to these articles are included in this report. The six questionnaires used in the site interviews are appended. (JB)

ED 032 907

24

LI 001 756

Price, Bronson

Library Statistics of Colleges and Universities:

Data for Individual Institutions, Fall, 1967.

National Center for Educational Statistics (DHEW), Washington, D.C.

Report No.—OE-15Q23-67

Pub Date Jun 69

Note—351p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402 (GPO FS 5.215:15023-67, \$2.50)

EDRS Price MF-\$1.50 HC Not Available from EDRS.

Descriptors—*College Libraries, Librarians, Library Collections, Library Expenditures, Library Facilities, Salaries, *Statistical Data, *Statistical Surveys, *University Libraries

The report contains data for the libraries or library systems of 2,157 separate institutions of higher education, and for five joint libraries which each serve two or more institutions. Statistics are arranged by state within six separate listings: (1) operating expenditures; (2) college and university enrollment, library staff, hourly assistance, and institutional staff in resident instruction and research; (3) number of units in individual library collections, and percent of collection and acquisitions devoted to specified areas; (4) square feet assigned to individual libraries, and classification system used; (5) indexes concerning library expenditures, holdings, square footage, and staff, and funds from specified federal agencies; and (6) beginning salary of library school graduates, number of full-time library staff members and their average and highest salaries by term of employment and type of position. The survey questionnaire is appended. (Author/CC)

ED 032 908

LI 001 757

A Plan of Library Service for the Commonwealth of Kentucky. Report to Kentucky Department of Libraries.

Little (Arthur D.), Inc., Boston, Mass.

Spons Agency—Kentucky Dept. of Libraries, Frankfort.

Report No.—C-70348

Pub Date Jun 69

Note—157p.

EDRS Price MF-\$0.75 HC-\$7.95

Descriptors—College Libraries, *Financial Support, *Library Networks, *Library Planning, Library Programs, *Library Services, *Library Surveys, Public Libraries, Resource Centers, School Libraries, State Libraries, University Libraries

Identifiers—*Kentucky

This report presents the findings and recommendations of a study conducted to determine ways of improving library service in Kentucky. The study involved the examination of Kentucky's school, public, academic and special libraries and the Department of Libraries, followed by the development of a statewide plan of library service which includes a program for funding the plan. Study data were obtained from questionnaires sent to all types of libraries, visits to libraries in each category, interviews with over 50 librarians and staff members of the Department of Libraries, and an examination of relevant literature. It was concluded that library service at all levels in Kentucky needs to be expanded and coordinated if it is to meet the needs of current and potential library users. Although the Department of Libraries has been the source of energy and innovation in the library system, it is time for all types of libraries to make a greater contribution of their own. The basic recommendation for improvement is a plan for establishment of a statewide library network. This will involve strengthening of the Department of Libraries, establishment of resource centers, larger units of service, direct funding for public libraries, and a training program for librarians. Priorities are set and a system of funding is proposed. Appendixes include survey questionnaires and a 22-item bibliography. (JB)

ED 032 909

LI 001 758

Duckworth, Winston H.

Report on Defense Ceramic Information Center.
Battelle Memorial Inst., Columbus, Ohio. Defense
Ceramic Information Center.

Spons Agency—Air Force Materials Lab.,
Wright-Patterson AFB, Ohio.
Report No—AFML-TR-69-210
Pub Date Aug 69

Note—39p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD 691 478, MF-\$0.65, HC-\$3.00)

Document Not Available from EDRS.

Descriptors—*Ceramics, Costs, Financial Support, *Information Centers, Information Processing, *Information Services, Symposia, Technical Reports, Use Studies
Identifiers—DCIC, *Defense Ceramic Information Center

Responsibility for operating the Defense Ceramic Information Center (DCIC) was assigned to Battelle in May 1967. This report tells of accomplishments during the first two years of the assignment. The mission, scope and operational standards of the Center are defined, and the report describes the nature and distribution of the various products and services that the Center has provided. Details are given concerning the organizational structure and the information collection, storage, and retrieval operations. DCIC's plan for recovering output costs through charges for its products and services and progress in implementing the plan are discussed. The report also presents the Center's fiscal status and future plans. (Author)

ED 032 910

LI 001 767

Downie, Currie S.

Barriers to the Flow of Technical Information:
Limitation Statements - Legal Basis.

Office of Aerospace Research (Air Force),
Arlington, Va.

Report No—OAR 69-0014

Pub Date 7 May 69

Note—16p.; Presented to the National Security Industrial Association, Technical Information Advisory Committee, 7 May 1969, Los Angeles, Calif.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD 692 400, MF-\$0.65, HC-\$3.00)

Document Not Available from EDRS.

Descriptors—*Censorship, *Federal Legislation, *Government Publications, *Information Dissemination, *Security

The new "Freedom of Information Act" and the more important reasons for limitations on the flow of information are discussed. The legal basis for these limitations can be found in the almost 100 statutory provisions which prohibit, exempt, or otherwise protect certain types of information from disclosure. The Export Control Acts of the Department of Commerce and the Mutual Security Act of the Department of State are among the most difficult to administer. Some of the basic reasons and requirements for Department of Defense distribution statements are reviewed. Finally, statistics are presented to show approximately what proportion of the federal reports fall in the various categories of limitations, and the contributions of the Air Force laboratories to the federal technical report literature. (Author/RM)

ED 032 911

LI 001 779

Ekman, Paul Friesen, Wallace V.

A Tool for the Analysis of Motion Picture Film or Video Tape.

Langley Porter Neuropsychiatric Inst., San Francisco, Calif.

Report No—AF-9733

Pub Date 69

Note—6p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-689 342, MF-\$0.65; HC-\$3.00)

Journal Cit—Amer Psychol; v24 n3 p240 Mar 1969

Document Not Available from EDRS.

Descriptors—*Behavioral Sciences, *Data Processing, *Display Systems, Films, *Information Retrieval, Video Tape Recordings
Identifiers—VID-R, *Visual Information Display and Retrieval

A visual information display and retrieval system (VID-R) is described for application to visual records. VID-R searches and retrieves events by time address (location) or by previously stored observations or measurements. Fields are labeled by writing discriminable binary addresses on the horizontal lines outside the normal viewing area. The system automatically produces a new second-order tape containing the original picture record with the inserted data block. Fast search finds the events having the specified descriptions that are then displayed sequentially at the viewing speed requested. VID-R automatically performs reorganizations of a single record or a series of records, producing new dubbed copies of visual events from the original tapes or earlier dubs. The equipment includes two video tape recorders; one video disc recorder; three high-resolution TV monitors; teletype with paper tape punch and reader; and a PDP-8. (Author)

ED 032 912

LI 001 780

Falk, Leslie K.

Procurement of Library Materials in the Federal Government; An Orientation Aid Prepared for the Federal Library Committee.

Federal Library Committee, Washington, D.C.

Report No—FLC-1

Pub Date 68

Note—48p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (LC 1.32/2:L61, \$50).

Journal Cit—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (LC 1.32/2:L61, \$50).

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Depository Libraries, *Federal Government, *Government Libraries, Government Publications, Guides, *Library Acquisition, *Library Materials, Microforms, Patents, *Purchasing

This handbook is designed primarily as a general orientation aid, not an operation manual. It presents the background (mainly regulatory) of federal procurement work, details, devices and tactics found to be successful, and calls attention to special sources of supply. Although planned as an aid for librarians who are engaged in Federal procurement work, the handbook will also be useful to nonlibrarian officials who participate in library procurement. The term library materials covers reading matter in all forms and formats as well as audio discs and tapes, computer tapes, and photos. Covered in the section on procurement by purchase are: the relationship between the librarian, procurement officer and finance officer; legal aspects; the nature of the commodity; kinds of libraries; purchase by negotiation; purchase by formal contract; Federal Supply Schedules; publisher plans; government documents; microforms; and patents. The section on non-purchase procurement includes: gifts, exchanges, government documents, depository procurement, and withdrawal of materials. A performance resume is included which identifies and arranges in order the actions generally required of librarians engaged in the procurement process. (Author/JB)

ED 032 913

LI 001 782

Hoyt, Ronald H.

An Analysis of Information Science Programs.

Georgia Inst. of Tech., Atlanta. School of Information Sciences.

Spons Agency—National Science Foundation,
Washington, D.C.

Report No—GITIS-68-02

Pub Date 68

Note—14p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (PB 185 406, MF-\$0.65, HC-\$3.00).

Document Not Available from EDRS.

Descriptors—*Computer Science, *Curriculum Development, *Educational Coordination, *Information Science, *Library Education

The report represents initial findings of a study involving information science curricula as offered by various educational institutions in the United States and Canada. The objectives of the study are to examine the present state of information science as an instructional area; to identify the relationships that might exist between this and related areas; and to identify trends in the structure

and emphases of present and forthcoming information science curricula. A preliminary analysis is reported of information science curricula as offered today, with attention to their structure, levels, and areas of concentration. (Author)

ED 032 914

LI 001 783

Mowery, Kay A.

Methodology of System Design: Definitions and Directions.

Georgia Inst. of Tech., Atlanta. School of Information Sciences.

Spons Agency—National Science Foundation,
Washington, D.C.

Report No—GITIS-69-04

Pub Date 69

Note—44p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (PB 185 404, MF-\$0.65, \$3.00).

Document Not Available from EDRS.

Descriptors—*Information Systems, *Methodology, *Problem Solving, *Synthesis, Systems Analysis, *Systems Development

The constructive phases of system design are discussed with particular reference to information systems design. A preliminary attempt is made at definition of terms and an initial organization of research presented. A synopsis of work to date is presented within the framework of three thrust areas (1) creative and intuitive design methods, (2) formalisms for synthesis, and (3) existing methodology if information systems design and systems engineering. A structured bibliography is included. (Author)

ED 032 915

LI 001 784

Zunde, Pranas Dexter, Margaret E.

Indexing Consistency and Quality.

Georgia Inst. of Tech., Atlanta. School of Information Sciences.

Spons Agency—National Science Foundation,
Washington, D.C.

Report No—GITIS-69-08

Pub Date 69

Note—42p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (PB 185 400, MF-\$0.65, HC-\$3.00).

Document Not Available from EDRS.

Descriptors—Evaluation Methods, *Indexing, *Information Retrieval, *Measurement, Set Theory, *Subject Index Terms
Identifiers—Bradford's Law of Scattering, Lotka's Law of Scientific Productivity, Zipf's Law of Vocabulary Distribution

A measure of indexing consistency is developed based on the concept of 'fuzzy sets'. It assigns a higher consistency value if indexers agree on the more important terms than if they agree on less important terms. Measures of the quality of an indexer's work and exhaustivity of indexing are also proposed. Experimental data on indexing consistency are presented for certain categories of indexers, and consistency, quality, and exhaustivity values are compared and analyzed. The analysis of indexing exhaustivity leads to the conclusion that the increase of information as a result of group indexing is a process analogous to the Bradford's law of information scattering, Lotka's law of scientific productivity, and Zipf's law of vocabulary distribution. (Author)

ED 032 916

LI 001 785

Slamecka, Vladimir

On the Methodology of Curricular Studies.

Georgia Inst. of Tech., Atlanta. School of Information Sciences.

Spons Agency—National Science Foundation,
Washington, D.C.

Report No—GITIS-69-12

Pub Date 69

Note—9p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (PB 185 397, MF-\$0.65, HC-\$3.00).

Document Not Available from EDRS.

Descriptors—*Curriculum Design, *Educational Programs, *Information Science, *Models, *Program Design

The objective of studies of academic programs and their curricula is twofold and mutually dependent. The principal purpose is the development of quality programs. A corollary of this objective is the evaluation of existing or proposed

programs. Both objectives of this type of educational studies thus depend on the development of program models. The 'goodness' of existing and proposed programs is then expressed in terms of the closeness of fit of these programs against such models. The report is intended to explore briefly some methodological aspects of the design and the utilization of models of educational programs. (Author)

ED 032 917

LI 001 789

Oppenheimer, Gerald J., Ed.
Regional Medical Library Service in the Pacific Northwest. Proceedings of an Invitational Conference (University of Washington, May 12-13, 1966).

Washington Univ., Seattle. Library.; Washington Univ., Seattle. School of Medicine.

Spons Agency—Public Health Service (DHEW), Washington, D.C.

Pub Date 67

Note—182p.

EDRS Price MF-\$0.75 HC-\$9.20

Descriptors—Conferences, *Information Centers, *Interlibrary Loans, *Library Cooperation, *Library Services, *Medical Libraries, Regional Cooperation, Regional Libraries, *Regional Planning

Identifiers—National Library of Medicine, *Pacific Northwest

This working conference was planned by the library profession and the medical profession in an effort to coordinate efforts of the users and distributors of medical information in the Pacific Northwest. Participants included representatives from the state medical societies and the state libraries, the two medical schools, and health related libraries. Topics covered at the conference were the interlibrary loan function, the information center function, quantitative aspects of regional medical library service, and the role of the National Library of Medicine. The main speakers' presentations as well as audience response and discussion are included in the proceedings. A list of participants is provided. (Author/CC)

ED 032 918

LI 001 791

Biennial Conference, Southwestern Library Association, Papers and Proceedings (22nd, Tulsa, October 16-19, 1968).

Pub Date [69]

Note—152p.

EDRS Price MF-\$0.75 HC Not Available from EDRS.

Descriptors—Administration, *Conference Reports, Librarians, *Library Associations, *Library Cooperation, *Library Education, *Manpower Needs, Manpower Utilization, Recruitment

Identifiers—*Southwestern Library Association

Included in this report are the following papers which were delivered at the conference: (1) "Elements in a Manpower Blueprint—Library Personnel for the 1970's" by Paul Wasserman, (2) "New Directions in Library Education?" by Lester Asheim, (3) Howard Roberts Lamar's response to receiving the Southwestern Library Association's Book Award, and (4) "We are All Librarians," by Roger McDonough. This report also includes summaries of conference and pre-conference workshops, state association reports, and committee reports. [Not available in hard copy due to marginal legibility of original document.] (JB)

ED 032 919

LI 001 792

The 3 R's: Reference and Research Library Resources.

New York State Education Dept., Albany. Div. of Library Development.

Pub Date Jun 69

Note—20p.; Related documents are ED 022 492, ED 022 500, ED 022 501, ED 022 524, ED 023 426, ED 024 434, ED 025 281, and LI 001 311.

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—Facsimile Transmission, Financial Support, Information Needs, Interlibrary Loans, Library Cooperation, *Library Networks, *Library Planning, *Library Programs, Library Reference Services, *Reference Materials, *Research Libraries, Union Catalogs

Identifiers—*Reference and Research Library Resources Program

The New York State Reference and Research Resources Program (3R's) is a statewide program designed to serve the research community by en-

suring speedy access to advanced research library materials for students and faculty in institutions of higher education, as well as for research workers in business and industry in the State. The program was inaugurated in 1966 by a legislative appropriation and is administered by the New York State Library, Division of Library Development, Bureau of Academic and Research Libraries. This general description of the program covers: (1) the historical background; (2) the 3R's systems; (3) financial support; (4) statewide projects, including facsimile transmission (FACTS), the New York State Interlibrary Loan Program (NYSILL), the "New York State Union List of Serials," and electronic data processing; (5) current programs; and (6) future plans. Appendixes include a bibliography of 3R's studies and the Commissioner's "Regulations for the Registration of Library Reference and Research Resources Systems". (Author/JB)

ED 032 920

PS 001 593

[The Juniper Gardens Parent Cooperative Nursery.] Final Progress Report for OEO CAP Grant CG-8474 A/O.

Juniper Gardens Children's Project, Kansas City, Mo.

Spons Agency—Office of Economic Opportunity, Washington, D.C. Community Action Program.

Pub Date 31 Aug 68

Note—38p.

EDRS Price MF-\$0.25 HC-\$2.00

Descriptors—Class Management, *Compensatory Education Programs, Mothers, *Parent Participation, *Preschool Programs, *Program Descriptions, *Program Evaluation, Tutorial Programs

Identifiers—Head Start, Peabody Picture Vocabulary Test, PPVT

Thirty children and their mothers from a poverty area of Kansas City enrolled in a Head Start parent cooperative nursery school. The mothers actively participated in a parent-training program consisting of tutorial training in which a series of lessons designed to teach preacademic concepts and skills to the children was presented to the mothers. In lessons on classroom management the mothers learned to manage pupils and to provide good social learning experiences in group situations. The tutorial curriculum included 150 lessons covering primer level skills. Initially, mother responses to children indicated high rates of inappropriate tutorial behavior. The mothers were then coached to praise correct answers and to help children before they made mistakes. Because these mothers exhibited little skill in maintaining orderly, productive play with groups of children, a "Switching System" was introduced in which boundaries of activity areas were defined and children were required to complete an academic task before moving to another area. As a result, a quiet, well-ordered environment was established. There are indications that behavioral deficits in poor children can be minimized by providing their mothers with limited teaching and management skills using positive reinforcement. (DO)

ED 032 921

PS 001 871

Cowles, James D.

An Experimental Study of Visual Perceptual Training and Readiness Scores with Certain First-Grade Children.

College of William and Mary, Williamsburg, Va.

Pub Date 6 Feb 69

Note—10p.; Paper presented at the American Educational Research Association Meeting, Los Angeles, California, February 6, 1969

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—Analysis of Variance, Grade 1, Learning Readiness, Perceptual Development, Perceptual Motor Coordination, *Program Evaluation, *Readiness, *Sensory Training, *Visual Perception

Identifiers—Frostig Developmental Program in Visual Perception, Metropolitan Readiness Tests

The effectiveness of specific visual perceptual training on readiness scores was studied. Three different groups of 27 randomly selected first grade black pupils participated in this investigation over a 9-week period. The experimental group received specific visual perceptual training drawn from the Frostig Developmental Program in Visual Perception; the instructional control group had listening activities; and the control group received no specific treatment. Pretest

readiness scores indicated equality among groups. Posttest analysis indicated there was a statistically significant difference between posttest scores of the experimental group and the instructional control group, and between the experimental group and the control group. These results proved the effectiveness of the Developmental Program in Visual Perception in improving readiness as measured by the Metropolitan Readiness Tests, Forms A and B. The results also indicated that the effect of visual perception treatment rather than the effect of interaction with the investigator was operative. (DO)

ED 032 922

PS 002 066

Gray, Susan W. And Others

Research, Change, and Social Responsibility: An Illustrative Model From Early Education.

George Peabody Coll. for Teachers, Nashville, Tenn. Demonstration and Research Center for Early Education.

Spons Agency—Office of Economic Opportunity, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date 1 Sep 67

Note—34p.

Journal Cit—DARCEE Papers and Reports of George Peabody Coll. for Teachers; v2 n3 1967

EDRS Price MF-\$0.25 HC-\$1.80

Descriptors—*Culturally Disadvantaged, *Early Childhood Education, Family Environment, Home Visits, Intervention, Mothers, Parent Education, *Preschool Programs, *Program Descriptions, *Program Evaluation, Socialization, Social Responsibility, Teacher Education, Teaching Skills, Teaching Styles

The Demonstration and Research Center for Early Education (DARCEE) seeks to improve the educability of young deprived children through a tight interaction of research, training, and demonstration. One aspect of research involves intervention with families, including mother training, curriculum for the child, and home visits. Partial results indicate that the program is effective, with acceleration of development depending on the depth of intervention for each child. The teacher shortage in the subprofessional area is being solved by a program to train the trainers of aides. Focusing on the subprofessionals, but maintaining staff continuity, an Ellis River project progresses in three phases: training of team leaders, training of team members, and in-service practice. Natural setting observations are made in the home and in the classroom to determine influences of a low income background. These influences sometime fail because of lack of direction, organization, and consistency. (MH)

ED 032 923

PS 002 135

Brooks, Ida Mae Sullivan, Edmund V.

A Comparison of Relative Structural Levels on a Variety of Cognitive Tasks.

Ontario Inst. for Studies in Education, Toronto.

Pub Date [67]

Note—13p.

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—*Child Development, *Cognitive Development, *Cognitive Processes, Concept Formation, Elementary School Students, Grade 3, Grade 4, Grade 5, Logical Thinking, Males, Moral Values, *Task Performance

Identifiers—Causal Judgment Task, General Reasoning Task, Moral Judgment Task, Piaget

The purpose of this study is to examine the notion of a general structure in child development as seen through consistency in level of the child's response from task to task. It is hypothesized, first, that a child will show an internal orientation if he is in the final stage of development (object relevance); and second, that he will show an external orientation if he is at the first stage (egocentrism). Responses to three types of tasks (moral and causal judgments, and general reasoning) were recorded for 28 boys from grades three, four, and five. Results supported the first hypothesis. Subjects who scored at the high level in general reasoning also scored at the same high level in moral and causal judgment tasks. But subjects scoring low on general reasoning tasks were inconsistent in their level of responses to the other two tasks. Thus, the second hypothesis was not confirmed. Where each task was compared with age, significant results were yielded only for the moral judgment task. Here the older group of boys had significantly higher scores than the younger group. Comparison of the relation-

ship between tasks shows only the relationship between general reasoning and causal judgment to be significant. (JF)

ED 032 924 PS 002 136

Haberman, Martin, Ed. Persky, Blanche, Ed.
Preliminary Report of the AD HOC Joint Committee on the Preparation of Nursery and Kindergarten Teachers.

National Commission on Teacher Education and Professional Standards, Washington, D.C.

Spons Agency—National Education Association, Washington, D.C.

Pub Date Jun 69

Note—33p.

Available from—Publications-Sales, National Education Association, 1201 16th Street, N.W., Washington, D.C. 20036 (\$0.50)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Certification, Community Involvement, *Early Childhood Education, Inservice Teacher Education, Kindergarten, Nursery Schools, *Paraprofessional School Personnel, Personnel Evaluation, Preschool Teachers, *Professional Personnel, Teacher Certification, Teacher Education, Teaching Skills

This report contains recommendations for agencies concerned with the preparation and certification of professionals and the licensing of paraprofessionals to work with young children. People with leadership and supervisory skills are essential for college teaching, on-the-job supervision, and consultative services. Personnel on all levels should be trained to function as a team, and the concept of upward professional mobility should be part of the certification process. Preparation of professionals and paraprofessionals must be a joint effort carried out by educational and community agencies. Direct involvement with preschool children in community-based settings is recommended, for training should provide both knowledge of subject matter, and an understanding of young children. At all levels of teaching, certification should depend upon demonstrated competence, and criteria and procedures for evaluating competence should be established. Both training programs and certification requirements should be flexible enough to permit competent persons with limited training to begin working with children. There should be more than one route to certification and licensure based on competence rather than credits, and new approaches to inservice training for teachers should be designed. (DR)

ED 032 925 PS 002 140

Ekstein, Rudolf. Motto, Rocco L.

From Learning for Love to Love of Learning: Essays on Psychoanalysis and Education.

Reiss-David Child Study Center, Los Angeles, Calif.

Pub Date 69

Note—301p.

Available from—Robert Brunner, Inc., 80 East 11 Street, New York, N.Y. 10003 (\$6.95)

Document Not Available from EDRS.

Descriptors—Creativity, Culturally Disadvantaged, Curriculum, Discipline, *Education, *Educational Objectives, Emotional Development, Learning Processes, Learning Readiness, *Personality Development, *Psychiatry, Psychoeducational Processes, Psychotherapy, School Psychologists, Sex Education, Teacher Education

Identifiers—*Psychoanalysis

In this collection of papers, the use of psychoanalytic techniques in the classroom for the development of children's personalities is discussed. The opening section on historical perspectives includes an account of past work in the field and a translation of Bernfield's classic "On Sexual Enlightenment." A section on curriculums focuses on the teaching-learning process and what this involves from a psychoanalytic perspective. The question of discipline is handled in a five paper section that stresses that discipline and punishment are not synonymous. While the purpose of the book is to encourage use of psychoanalytic theory in the classroom, the clear distinction between application of these techniques in normal education and formal therapy for the emotionally disturbed child is emphasized. The final section relates educational psychoanalytic tasks to the context of contemporary society. It investigates whether the techniques of this book can ever be initiated into

the educational system. A bibliography accompanies each paper. (MH)

ED 032 926

PS 002 142

Badger, Earleand D.

Mothers' Training Program: The Group Process.

Pub Date 1 Jul 69

Note—25p.

EDRS Price MF-\$0.25 HC-\$1.35

Descriptors—Child Rearing, *Compensatory Education Programs, Culturally Disadvantaged, Infants, Language Development, *Mothers, Parent Attitudes, *Parent Education, Parent Role, Parent Workshops, *Program Descriptions, Tutorial Programs

Identifiers—Head Start, Stanford Binet

This study hypothesized that mothers from a low socioeconomic area could be trained by teachers to implement an infant tutorial program using their 1- to 2-year-old children as subjects. The 20 mothers recruited were ADC recipients or met the OEO poverty definition. Mothers agreed to attend a 2 hour weekly class to learn teaching techniques to be applied at home. Meetings were divided between child-centered activities (presentation of educational toys and materials) and mother-centered activities (discussions on child management and birth control). The second year program suggested mothers use positive reinforcement, show increased interest in learning, and give children experience in problem solving. Study results showed that the infants made intellectual gains on the Stanford-Binet and ITPA. Mothers showed much interest in the 2 year program, attended regularly, and became involved in paraprofessional teaching and Head Start. Teacher observations during home visits indicated that mothers' attitudes changed positively in respect to teaching their infants. The study concluded that parents must be included in programs for the disadvantaged and that the time variable is crucial to attitude change since it was the second year before mothers developed the self-confidence to use at home what they had learned in class. (DR)

ED 032 927

PS 002 145

Evaluation of Selected Components of: A Supplementary Center for Early Childhood Education.

Title III.

Englewood Public Schools, N.J.; Scientific Resources, Inc., Union, N.J.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.

Report No.—DPSC-66-115

Pub Date 30 Sep 68

Grant—OEG-1-6-6611J-0977

Note—53p.

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Administrator Attitudes, Cluster Grouping, *Early Childhood Education, *Non-graded System, *Preschool Programs, Program Administration, Program Descriptions, *Program Evaluation, *Public School Systems, Questionnaires, Resource Teachers, Staff Role, Teacher Aides, Teacher Attitudes, Teacher Role, Team Teaching

Identifiers—Cluster Program, Englewood New Jersey Public Schools, Title III

In evaluating the effectiveness of a supplementary center for early childhood education it was hypothesized that a nongraded organizational structure would allow for an orderly and meaningful transition from preschooler type play activities to the more formalized learning of the primary age child. It was also believed that a school's primary objective is the building of a healthy self-concept in every child. The study called for the use of interview data, observational data, and interview questionnaires. The data indicated that teachers felt the program did provide an opportunity for the staff to achieve a greater understanding of the developmental needs of individual children, and enabled them to identify potential problem situations, as well as evaluate children's progress. Teachers also reported that the program helped children to develop a positive self-concept, especially the older children, who developed good peer relationships and experienced success. Teachers expressed concern that the program did not allow enough time to work with the individual young child. They felt that the greatest variation in ability, interest, and maturity occurred between the 5 and 6-year-olds. [Not available in hard copy due to marginal legibility of original document]. (JF)

ED 032 928

PS 002 146

Scott, Myrtle

Some Parameters of Teacher Effectiveness as Assessed by an Ecological Approach.

George Peabody Coll. for Teachers, Nashville, Tenn. Demonstration and Research Center for Early Education; National Lab. on Early Childhood Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Educational Labs.

Pub Date 69

Contract—OEC-1-7-070462-2722

Note—27p.

Journal Cit.—DARCEE Papers and Reports (George Peabody Coll. for Teachers); v3 n3 1969

EDRS Price MF-\$0.25 HC-\$1.45

Descriptors—Affective Behavior, Behavioral Science Research, Behavior Patterns, Classroom Environment, *Classroom Research, Ecology, Observation, *Preschool Teachers, Spontaneous Behavior, Student Teacher Relationship, Teacher Behavior, Teacher Characteristics, *Teacher Evaluation, *Teaching Skills

Identifiers—Behavior Setting, Teacher Effectiveness

To identify parameters of teacher effectiveness, this study uses an ecological approach. Since setting, which includes not only physical surroundings but also the dynamic of activity, has a coercive effect on behavior, a teacher's ability to establish appropriate settings should be an accurate measure of effectiveness. Five head teachers in a project for disadvantaged 5-year-olds who were rated by supervisors at either extreme of effectiveness were selected for observation of their behavior. Complex, in-depth observations, based on behavioral episodes, were made of each teacher in the settings of "Morning Greeting" and "Large Group Activity." These observations were analyzed on a structural and quantitative basis involving 16 factors governing a behavioral episode. While the nature of the resulting data made statistical analysis inappropriate, several major trends were recorded. Those teachers rated effective maintained a smoother continuity to their activities, ended more episodes with the attainment of goals, and showed more positive and less negative emotions than their poorly rated counterparts. The effective teachers were more directly involved, more spontaneous, and more in control of situations. (MH)

ED 032 929

PS 002 148

Mumbauer, Corinne C. Miller, James O.

Socioeconomic Background and Cognitive Functioning in Preschool Children.

George Peabody Coll. for Teachers, Nashville, Tenn. Demonstration and Research Center for Early Education; National Lab. on Early Childhood Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Educational Labs.

Pub Date 69

Contract—OEC-2-7-070706-3118

Note—18p.

Journal Cit.—DARCEE Papers and Reports of George Peabody Coll. for Teachers; v3 n5 1969

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—*Cognitive Development, *Culturally Advantaged, *Culturally Disadvantaged, Curiosity, Learning Processes, Paired Associate Learning, *Preschool Children, Self Control

Identifiers—Childrens Embedded Figure Test, Matching Familiar Figures Test, Motoric Inhibition Test, Paired Associates Learning Tasks, Stanford Binet

To continue exploration of the educational problems of deprived children, 32 disadvantaged and 32 advantaged children ranging in age from 4 years, 8 months to 5 years, 8 months, were selected to take a battery of tests designed to measure some of the skills and characteristics thought to be related to academic success. The factors measured and the tests used were (1) general intellectual functioning (Stanford-Binet), (2) learning processes (Paired Associates Learning Tasks), (3) impulsivity and reflectivity (Matching Familiar Figures Test and Children's Embedded Figure Test), (4) inhibition of motor behavior on adult command (Motoric Inhibition Test), and (5) exploratory behavior (Reactive Object Curiosity Test). Comparison of the results of the tests showed that the advantaged children were more efficient in intellectual performance and paired associates learning than disadvantaged

children of the same age. Tentative support was found for the hypothesis that disadvantaged children are more impulsive in response disposition. There was no support for the hypotheses that disadvantaged children inhibit motor behavior less on verbal adult command or show less object curiosity than the advantaged child. (MH)

ED 032 930 PS 002 151

Nimmich, Glen And Others
Program Report on Research at the New Nursery School: General Background and Program Rationale.

Colorado State College, Greeley.

Spons Agency—Office of Economic Opportunity, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date Jun 67

Note—35p.

EDRS Price MF-\$0.25 HC-\$1.85

Descriptors—Classroom Environment, Comparative Analysis, Culturally Disadvantaged, Curriculum Development, Language Skills, Mexican Americans, Middle Class, Nursery Schools, Perceptual Development, Preschool Children, Preschool Curriculum, Preschool Programs, Problem Solving, Program Evaluation, Self Concept, Spanish Americans

Identifiers—Autotelic Responsive Environment, Childrens Categories Test, Cincinnati Autonomy Test Battery, Preschool Inventory, Stanford Binet

Program objectives were to develop children's abilities to deal with everyday and school-related problems, and to make them more inner-directed by (1) developing a positive self-image, (2) increasing sensory and perceptual acuity, (3) improving language skills, and (4) improving problem-solving and concept formation abilities. Forty-five environmentally deprived 3- and 4-year-old children attended the New Nursery School; 30 were either Spanish- or Mexican-American. The school was organized as an autotelic responsive environment. Each child explored activities freely, proceeding at his own rate to discover relationships. The learner was informed about the consequences of his actions by self-correcting toys, machines, other children, or the teacher. Pre- and posttests were administered to measure intelligence (PPVT and Stanford-Binet), but no firm conclusions about I.Q. were drawn. Other tests given were the Pre-School Inventory, Cincinnati Autonomy Test Battery (six tests), an articulation test, two tests on concept formation, and a test of color identification. On the whole, an experimental group of middle class children scored somewhat higher on the tests than the deprived children. Older children also had higher scores than younger children, indicating a pattern of orderly increase with age and nursery school experience. (DR)

ED 032 931 PS 002 153

Hetrick, Suzanne H. And Others
Figural Creativity, Intelligence, and Personality in Children: A Factor Analytic Study.

Kent State Univ., Ohio.

Pub Date [66]

Note—11p.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—Complexity Level, Correlation, Creativity, Creativity Research, Elementary School Students, Factor Analysis, Factor Structure, Grade 4, Grade 5, Grade 6, Intelligence, Personality

Identifiers—Figural Creativity

To study the relationships among figural creativity, intelligence, and personality, 196 fourth, fifth, and sixth grade boys and girls were given a battery of 14 tests. Teacher ratings of creativity and independence, grade point averages, art grades, and IQ scores were also obtained. It was hypothesized that a unitary trait of "creativity" could be measured. Statistical analysis of the tests resulted in the extraction of nine significant factors. Six of the factors were achievement, adjustment, sex-typing factor for fears, mental ability, intolerance of ambiguity, and self-confidence. Three factors, used as measures of figural creativity, stood as independent traits: the ability to complete the unfinished, the ability to handle complexity, and preference for complexity. Therefore, it is concluded that figural creativity is not a unitary trait. As expected, traditional measures of intelligence and grades were independent of the figural creativity factors, although subjects were of better than average in-

telligence. Personality variables were independent of two creativity factors: the ability to complete the unfinished and preference for complexity. The third creativity factor, ability to handle complexity, was found in children who were perceptive, happy-go-lucky, and admitted that they had common fears. (DR)

ED 032 932 PS 002 157

Meyer, William J. And Others
Measuring Perceptual Motor Ability in Preschool Children.

National Lab. on Early Childhood Education.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Div. of Educational Labs.

Report No.—NLECE-70706-S-A-O-Y-10

Pub Date [69]

Contract—OEC-3-7-70706-3118

Note—17p.

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors—Cognitive Ability, Eye Hand Coordination, Factor Analysis, Factor Structure, Gifted, Group Tests, Measurement Techniques, Perceptual Motor Coordination, Predictive Ability (Testing), Preschool Children, Test Interpretation, Test Reliability

Identifiers—Draw A Circle Task, Draw A Line Task, Preschool Abilities Test, Stanford Binet

A general working model of cognitive development assumes that there are sets of orthogonal cognitive abilities, which remain fairly stable after age 7. This paper examines the long term predictive and diagnostic value of assessing specific cognitive abilities among preschool children. This model by empirical studies was defendable on the grounds that the methodology of group empirical studies tended to prejudice results in favor of a general cognitive ability model. The assessment techniques used in this study draw heavily from a perceptual survey rating scale developed by Kephart for primary grades. Tests were administered to 74 middle class nursery school, 4- and 5-year-olds. The tests consisted of three visual pursuit tasks; measures of convergence, refixation ability, and power; and power; and the Draw-A-Circle task. In addition, the preschoolers were administered the Stanford-Binet, a specially developed preschool achievement test, and a measure of impulsivity control. Data was factor analyzed. Several problems identified were lack of observer agreement, unclearness as to what several of the tests were actually measuring, and scoring difficulties on the Draw-A-Circle. (MH)

ED 032 933 PS 002 172

Weener, Paul

Language Structure and the Free Recall of Verbal Messages by Children.

Pennsylvania State Univ., University Park.

Pub Date 6 Feb 69

Note—16p.; Paper presented at the annual meeting of the American Educational Research Association, Los Angeles, Calif., February 6, 1969

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—Age Differences, Association (Psychological), Associative Learning, Intonation, Kindergarten, Language Patterns, Primary Grades, Recall (Psychological), Suprasegmentals, Syntax, Verbal Learning

The influence of two aspects of language structure, syntax and associativity, on the free recall of verbal messages was investigated. (Syntax refers to the rules for ordering words within sentences; associativity refers to the network of meaningful relationships which exist among words in a language.) Twenty-four children from each of grades kindergarten, 1, 2, and 3, were asked to randomly repeat as many words as they could remember from a series of stimulus messages. It was hypothesized that older children would benefit more from structural cues and have an increasing advantage over younger children as the tasks became more structured. Eight testing tapes were administered during two sessions using minimal stress and inflection. Each tape consisted of items with syntax and items without syntax. The hypothesis was confirmed; syntax helped only the third graders. There was significantly greater recall of the messages with associativity for all grade levels. The experiment was repeated adding intonation to the items with syntax. Intonation resulted in marked improvement in recall, particularly for messages with associativity. Because the capacity to process and store verbal information increases as children grow older, further research is required in this area. (MH)

ED 032 934 PS 002 173

Gray, Susan W. Klaus, Rupert A.

The Early Training Project: A Seventh Year Report.

George Peabody Coll. for Teachers, Nashville, Tenn. Demonstration and Research Center for Early Education.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date [69]

Note—19p.; Major financial support for this study was received from the National Institute of Mental Health, under Mental Health Project Grant 5-R11-MH-765.

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors—Academic Achievement, Comparative Analysis, Compensatory Education Programs, Control Groups, Culturally Disadvantaged, Experimental Groups, Grade 4, Intelligence Quotient, Intervention, Longitudinal Studies, Negroes, Parent Education, Preschool Programs, Program Evaluation, Siblings

Identifiers—Peabody Picture Vocabulary Test, PPVT, Stanford Binet

An intervention program was designed to study offsetting progressive school retardation of deprived children and the impact of the program on the community. This third report presents findings at the end of the fourth grade, 3 years after the experiment ceased. Subjects were 88 children, all Negro, and 27 of these served as a distal control group. Summer schools, home visitations, and weekly meetings recorded student and parent attitudes concerning achievement and aptitudes related to achievement. (Described in detail in an earlier report). The Binet IQ, Peabody Picture Vocabulary Test, and Metropolitan Achievement Test were administered in pre-, post-, and follow-up testing. Intervention caused a fairly sharp rise in Binet and PPVT scores at first; these leveled off, and gradually declined. Third year data indicated that differences between experimental and control children were significant on Binet IQ but not on the PPVT. Differences in achievement test scores were significant at the end of first grade but not at the end of fourth grade. It was found that younger siblings were also affected by the intervention programs used with mothers and subject children. (DR)

ED 032 935 24 PS 002 201

Boggon, Lucille B. Ackerman, Satoko I.

Living and Learning: An Annotated Bibliography for Those Who Live and Learn with Young Children.

Central Atlantic Regional Educational Lab., Washington, D.C.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No.—BR-6-2938

Pub Date May 69

Contract—OEC-2-7-062938-3058

Note—38p.

EDRS Price MF-\$0.25 HC-\$2.00

Descriptors—Annotated Bibliographies, Child Development, Early Childhood Education, Educational Objectives, Evaluation Techniques, Learning Theories, Parent Education, Parent Participation, Preschool Programs, Program Evaluation, Teacher Responsibility, Teacher Role

This annotated bibliography reports on 52 essays, books, compilations, reports, speeches, handbooks, and magazine articles on the education of young children. Education, as used here, covers the entire spectrum of a child's experience. The viewpoints taken are psychological, educational, and sociological and deal with issues of deprived youth and other special problems. The booklet concludes with a subject index. (MH)

ED 032 936 24 PS 002 202

Dimondstein, Geraldine Prevots, Naima

Development of A Dance Curriculum for Young Children. CAREL Arts and Humanities Curriculum Development Program for Young Children.

Central Atlantic Regional Educational Lab., Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-6-2938

Pub Date Jun 69

Contract—OEC-2-7-062938-3058

Note—72p.

EDRS Price MF-\$0.50 HC-\$3.70

Descriptors—Concept Formation, Creative Expression, *Curriculum Development, *Dance, Kindergarten, Models, Motion, Preschool Programs, Primary Grades, Problem Solving, *Program Descriptions, *Program Evaluation, Skill Development, Space Orientation, Teacher Education, Teacher Selection, Time Factors (Learning)

The long-range objective of the Central Atlantic Regional Educational Laboratory (CAREL) dance program was to develop children's ability to solve problems in movement terms and to express emotional involvement and creative ideas through dance. Workshops were conducted for 15 non-specialist teachers to explore the concepts of space, time, and force, and to incorporate these concepts into a dance curriculum. Prototype lessons were developed for 3- to 8-year-olds. Classroom activities focused on solving problems through movement; discovering the concepts of space (shapes, sizes, and relationships); time (both clock and calendar intervals); and force (weight, gravity, energies in motion, and relationships between objects in space). Evaluations consisted of teacher and classroom observations. These evaluations indicated positive outcomes of behavioral objectives. Recommendations were made for the improvement of teacher selection and preparation and development of a process-model curriculum. (DR)

ED 032 937 24 PS 002 203

Alexander, Robert And Others

Development of a Theatre Arts Curriculum for Young Children. CAREL Arts and Humanities Curriculum Development Program for Young Children.

Central Atlantic Regional Educational Lab., Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-6-2938

Pub Date Jun 69

Contract—OEC-2-7-062938-3058

Note—57p.

EDRS Price MF-\$0.25 HC-\$2.95

Descriptors—Acting, *Curriculum Development, Dramatics, Drama Workshops, Facilities, Kindergarten, Primary Grades, *Program Descriptions, *Theater Arts

A curriculum on theater is presented in this volume prepared by the Central Atlantic Regional Educational Laboratory (CAREL) Arts and Humanities Curriculum Development Program for Young Children. Topics in the 23 page Rationale section range from theories of cognitive development to an extensive explanation of the workshop concept which is recommended as the basis of the theater curriculum. The workshop should emphasize creative problem solving in an atmosphere of human interaction without authority-imposed discipline or instructor approval-disapproval. The workshop experience should be child-oriented to permit each child to proceed at his own rate, and should teach processes and methods of working rather than facts. The authors outline their proposed program of teacher preparation, involving summer sessions and an academic year apprenticeship. Theatrical lighting, props, student-teacher ratio, coaching, and evaluation are explored. Specific suggestions for workshop activity and improvisations are made. Finally, although the pilot project was unable to secure many of the conditions considered essential to an effective theater program, the original recommendations were confirmed. (MH)

ED 032 938 24 PS 002 204

Biasini, Americole Pogonowski, Lee

Development of a Music Curriculum for Young Children. CAREL Arts and Humanities Curriculum Development Program for Young Children.

Central Atlantic Regional Educational Lab., Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-6-2938

Pub Date Jun 69

Contract—OEC-2-7-062938-3058

Note—107p.

EDRS Price MF-\$0.50 HC-\$5.45

Descriptors—Audio Equipment, Aural Learning, *Curriculum Development, *Curriculum Research, *Educational Objectives, Elementary School Students, Elementary School Teachers, Fine Arts, Inservice Teacher Education, Music Activities, *Music Education, *Program Descriptions, Team Teaching

Objectives of this program were (1) to develop aural sensitivity, (2) to discover basic concepts of musical elements and structure, (3) to acquire simple musical skills, and (4) to develop positive attitudes toward music and self. Participants were 689 students from all socioeconomic levels, ranging from 2 to 13 years in age. Following a workshop and planning conference, the Central Atlantic Regional Educational Laboratory (CAREL) staff, classroom teachers, and music specialists instigated The Developmental Phases of Musical Exploration. The six phases were free exploration, guided exploration, free improvisation, planned improvisation, reinforcement, and evaluation. The program, using a team teaching approach, utilized a music laboratory, audio equipment, and electronic music. Teachers were evaluated through questionnaires, classroom visits, individual teacher consultations, and experience reports. Students were evaluated by a pre- and posttest, classroom observations, and tapes of musical experiences. Results indicated high teacher and student involvement and students' development of musical creativity and positive attitudes toward music. Aural tests require further analysis. Refinement of the program into a pilot process-model curriculum and incorporation of music into a multi-arts core curriculum were recommended. (DR)

ED 032 939 24 PS 002 205

Grayson, Mary And Others

Development of a Visual Arts Curriculum for Young Children. CAREL Arts and Humanities Curriculum Development Program for Young Children.

Central Atlantic Regional Educational Lab., Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-6-2938

Pub Date Jun 69

Contract—OEC-2-7-062938-3058

Note—166p.

EDRS Price MF-\$0.75 HC-\$8.40

Descriptors—Artists, *Curriculum Development, Kindergarten, Painting, Perceptual Development, Primary Grades, *Program Descriptions, Space, Teacher Education, Teaching Techniques, *Visual Arts, Visual Perception

The objective of the Central Atlantic Regional Educational Laboratory (CAREL) visual arts program was to develop a curriculum that would increase children's visual knowledge of artists and art work, develop their visual sensitivity and perceptual ability, and encourage creative production and perception of art work. Workshops were conducted to combine curriculum theory with teaching practice and to present a conceptual art framework to teachers. The curriculum was presented to 190 children, grades kindergarten through 3, from all socioeconomic levels. Focal points were definition of the artist, artistic expressiveness, spatial awareness and spatial relationships, visual rhythm (recognized pattern of parts to parts and parts to whole), and visits to an art museum. Teacher preparation and curriculum content were evaluated through classroom observation by the CAREL staff, teachers' responses to workshops and questionnaires, and anecdotal records. Results indicated a need for better teacher preparation and curriculum design planning. Children showed development of visual rhythm, and improvement in their perception of aesthetic qualities. Curriculum units and sample evaluations are included. (DR)

ED 032 940 24 PS 002 206

Amidon, Jeanette And Others

Development of a Literature Curriculum for Young Children. CAREL Arts and Humanities Curriculum Development Program for Young Children.

Central Atlantic Regional Educational Lab., Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-6-2938

Pub Date Jun 69

Contract—OEC-2-7-062938-3058

Note—113p.

EDRS Price MF-\$0.50 HC-\$5.75

Descriptors—Composition Skills (Literary), Creativity, *Curriculum Development, Kindergarten, Language Ability, *Literature, Oral Expression, Primary Grades, *Program Descriptions, Self Expression, Student Experience, Teacher Education, Teaching Techniques

The purpose of the Central Atlantic Regional Educational Laboratory (CAREL) literature program was to encourage pupils' imaginative and expressive power and to improve their ability to use language effectively. The curriculum was designed for 3- to 8-year-olds who represented a wide socioeconomic background. Specialists trained teachers to relate literature to children's experiences and to use students' experiences as literary material. In workshops and classrooms, teachers used stories, pictures, poems, and class discussion to encourage student response and expression, both oral and written. To encourage creativity, correction of grammatical and spelling errors was de-emphasized. Evaluations were made of taped classroom and workshop sessions, oral and written reports prepared by the teachers and CAREL staff, and children's written work. Results indicated improvement in children's self-expression and writing ability. Teachers accepted students and responded to them more readily than before training and used less structured teaching strategies. It is recommended that future programs seek staff members representing different backgrounds and life styles. Appendices describe participants, evaluations, and curriculum content. (DR)

ED 032 941 PS 002 302

Chess, Stella, Ed. Thomas, Alexander, Ed.

Annual Progress in Child Psychiatry and Child Development 1969.

Pub Date 69

Note—710p.

Available from—Brunner/Mazel, Inc., 80 East 11 Street, New York, New York 10003 (\$15.00)

Document Not Available from EDRS.

Descriptors—Adolescence, *Books, *Child Development, *Child Psychology, Disadvantaged Environment, Infancy, Language Research, Learning Processes, Mental Retardation, Psychiatric Services, *Psychiatry, Psychotherapy, Psychotic Children

This book, the second in an annual series, contains 38 articles published during the past year in the field of child psychiatry and child development. The editors attempted to compile articles "of most value to workers in this field both for immediate information and for long-term reference." Accordingly, the articles are of two types: (1) original work that should aid progress in the study of the child, and (2) reviews and discussions of present knowledge and issues. Articles of both types fall under one of the nine major areas of interest covered by the book: infancy studies, the learning process, language studies, the impact of social pathology, mental retardation, childhood psychosis, clinical psychiatry, problems of adolescence, and treatment. The issues examined are contemporary and immediate, as in the new section on the impact of social pathology, which reflects ever-growing concern with the psychological problems of the child who lives in an environment of racism and poverty. (MH)

ED 032 942 PS 002 304

Katz, Lilian G.

Teaching in Preschools: Roles and Goals.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.; National Lab. on Early Childhood Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Educational Labs.

Pub Date Apr 69

Contract—OEC-3-7-070706-3118

Note—18p.; Paper presented at the Annual Spring Meeting of the Northern California Association for the Education of Young Children, La Canada College, Redwood City, California, April, 1969

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—Early Childhood Education, Educational Objectives, Parent Attitudes, *Preschool Teachers, Teacher Evaluation, *Teacher Role, *Teaching Styles

Two aspects of preschool teaching, teacher role and teacher style, are discussed in this paper. Teacher role refers to a teacher's behavior concerning the duties, responsibilities, and functions expected of the teacher by her clients and herself. Teacher style refers to the way in which individual teachers perform their roles. Teachers have had three basic role models: (1) maternal: keep children safe and busy, (2) therapeutic: help children express feelings and reduce tensions, and (3) instructional: transmit knowledge. The author predicts the instructional model is "in," but will

meet resistance because of these limitations: (1) Academic and intellectual goals are confused, (2) Important teaching style elements (flexibility, warmth, enjoyment, and encouragement) have been neglected, and (3) The relationships between teachers and clients, particularly parents, have not been stressed. A new definition of the instructional role is needed. Current limited knowledge suggests role models may not be as important as individual teaching styles. (DO)

ED 032 943 24 PS 002 307
Silvarelli, Nicholas J. Whitcomb, Mary Wakefield
A Comparison of the Oral Language Patterns of Three Low Socioeconomic Groups of Pupils Entering First Grade.
Arizona State Univ., Tempe.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-7-4-085
Pub Date [67]
Grant—OEG-9-8-071085-0062-010
Note—15p.
EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—Anglo Americans, Educational Disadvantage, *Ethnic Studies, Grade 1, *Language Development, Language Handicapped, Language Patterns, Lower Class, Negroes, *Socioeconomic Influences, Socioeconomic Status, Spanish Americans, Syntax

The language patterns of low socioeconomic Negro, Spanish-surname, and Anglo children are sufficiently different from the middle class language patterns used in schools to put these children at a distinct educational disadvantage. By comparing the speech patterns of these children, this study sought to determine whether their language development is limited by their economic status or by their ethnic group status. Twenty randomly selected beginning first graders from each of the three ethnic groups were interviewed and recorded at length as they told stories about pictures they were shown. The recordings were analyzed for both patterns and mazes (hesitations, false starts, etc.) on the basis of a simplified form of the Indiana Conference Scheme of Analysis on the First Level. The three groups responded approximately the same on total sentence patterns and all specific sentence patterns except one. They also responded approximately the same for total mazes (tangles of language not effective for communication) and all specific mazes. These results imply that low socioeconomic Negro, Spanish-surname, and Anglo children beginning first grade are aware of and use basic English syntax patterns in approximately the same manner. Differentiated materials are not needed in class as much as exposure to total language developing experiences. (MH)

ED 032 944 24 PS 002 371
Turknett, Carolyn Norris And Others
The Sociology of Early Childhood Education: A Review of Literature. Technical Report No. 1.
Georgia Univ., Athens. Research and Development Center in Educational Stimulation.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Report No—GU-RDCES-TR-1
Bureau No—BR-5-0250
Pub Date Jun 69
Contract—OEC-6-10-061
Note—120p.
EDRS Price MF-\$0.50 HC-\$6.10

Descriptors—Ability, Achievement, *Early Childhood Education, Environmental Influences, Ethnic Groups, Family Influence, Family Structure, Language Development, Mass Media, Parent Attitudes, Parent Influence, Parent Role, *Research Reviews (Publications), Social Class, *Sociology

The principal published research findings and other relevant literature in the sociology of early childhood education are reviewed and summarized in this paper. Part I examines the shaping of a child's abilities and achievement by the norms, roles, and practices of his parents. The influence of parental sex roles on the parent-child relationship is discussed. Part II discusses family influences on achievement. The family structure, now undergoing important changes, affects the educability of the child. In today's smaller family, the child is dependent on the immediate family group rather than a kinship group. Membership in a social class or ethnic group influences values, child-rearing approaches, family organization, and

characteristics of the child. Language, social behavior, and social class are also related. Although most of the young child's experience is within the family, there are important extrafamilial influences, which are discussed in Part III as are studies on mass media dealing with socializing and learning effects. Additional research on the effects of peer groups and school environment is recommended. (DR)

ED 032 945 24 PS 002 390
Dishart, Martin
Arts and Humanities for Young School Children.
Central Atlantic Regional Educational Lab., Washington, D.C.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-6-2938
Pub Date Jun 69
Contract—OEC-2-7-062938-3058
Note—50p.
EDRS Price MF-\$0.25 HC-\$2.60

Descriptors—Behavioral Objectives, *Curriculum Development, Dance, Educational Objectives, *Fine Arts, *Humanities, Literature, Music, *Primary Grades, *Program Descriptions, Student Needs, Teacher Education, Teaching Styles, Theater Arts, Visual Arts

This first volume of a proposed series is an overview of Phase One of the Central Atlantic Regional Educational Laboratory (CAREL) Arts and Humanities Curriculum Development Program for Young Children. Goals of CAREL were to develop (1) five components of the arts and humanities: visual arts, dance, literature, music, and theatre for kindergarten through grade 3, (2) a program to prepare classroom teachers to teach the arts and humanities, and (3) a conceptual approach to show the goals and kinds of resources that can meet pupil needs in the arts and humanities. The children were encouraged to explore freely within each art form. Problem formulating and problem solving abilities were developed through teacher and student feedback. Although students were initially inhibited, it was found that within minutes pupils could be "turned on" as they began to improvise and communicate. An attempt to establish behavioral objectives in the initial stages failed, and it was concluded that children's needs must first be determined. A summer workshop prepared teachers, and curriculum development workshops were conducted throughout the year. Appendixes include a summary of field school participants and a proposal for the continuation of the program. However, because of lack of funds, the program was discontinued. (DR)

ED 032 946 PS 002 391
Humphreys, Lloyd G.
Functional Principles of Learning.
Illinois Univ., Urbana.
Pub Date [69]
Note—9p.
EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—Curriculum, *Educational Principles, Intelligence, *Learning Theories, Motivation, Reinforcement, Teaching Techniques

In order of importance, curriculum, motivation, academic ability, and teaching methods are described in this paper as principles affecting classroom learning that can lead to more effective instruction. Curriculum simply exposes students to appropriate content and subject matter. Educational research should concentrate on the evaluation of curriculum innovation, including recommendations to scrap irrelevant subjects in high school curriculums. The second principle is motivation (whether extrinsic or intrinsic) which is essential for classroom learning even when there is a good curriculum. The third principle of learning is academic ability. Intelligence is not highly changeable but neither is it fixed. The teacher should assume a positive attitude toward learning problems as she attempts to be effective. Less important than the others is the fourth principle, teaching methods, which only slightly affects subject matter proficiency. Research should be directed toward finding teaching techniques that minimize time and money expenditure, without regard for effectiveness. Selective use of appropriate reinforcements to shape learning behavior is recommended. (MH)

ED 032 947 PS 002 392
Foss, B. M., Ed.
Determinants of Infant Behaviour IV.
Pub Date 69

Note—317p.; Book based on proceedings of the Fourth Tavistock Study Group, London, Sept. 1965

Available from—Barnes and Noble, Inc., 105 Fifth Avenue, New York, New York 10003

Document Not Available from EDRS.

Descriptors—*Animal Behavior, Behavior Development, Behavior Problems, Emotional Development, Environmental Research, *Infant Behavior, Mental Development, *Parent Child Relationship, Social Isolation, Social Relations

This volume consists of reports of individual studies and surveys of research work on mother-infant interactions. It is divided into two parts. The first section presents a wide range of studies on mother-infant relations as exhibited in the behavior of animals. The second part, concerning human behavior, includes studies on the natural history of crying, the effects of strange environment, the mental and emotional development of the thalidomide child, and several studies of babies' reactions to strangers. The work presented represents a pooling of several disciplines and demonstrates a variety of methods and theoretical backgrounds including psychoanalysis, psychology, ethology, and zoology. (JF)

ED 032 948 PS 002 507
Childhood Resources Information Bulletin.
Volume 1, Number 2, Fall 1969.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.; National Lab. on Early Childhood Education.

Spons Agency—Office of Economic Opportunity, Washington, D.C.; Office of Education (DHEW), Washington, D.C. Div. of Educational Labs.

Pub Date 69

Note—60p.

EDRS Price MF-\$0.50 HC-\$3.10

Descriptors—Abstracts, *Activities, Annotated Bibliographies, Cognitive Development, Compensatory Education Programs, *Early Childhood Education, Educational Facilities, *Educational Research, Measurement Instruments, Preschool Curriculum, *Preschool Programs, Program Descriptions, *Teaching Guides

Identifiers—Head Start

The Fall 1969 edition of this biannual publication contains current information on early childhood education. Articles reviewing 53 publications are addressed to researchers, educators, Head Start personnel, paraprofessionals, and parents. Reports on research projects, booklets on activities for children, preschool programs, and curriculum guides are presented. In a question-answer format, the following questions, among others, are posed and answered in 200-400 word articles: "What is the Bereiter-Engelmann approach to language learning?" "How do you test a bilingual child?" "How can a teacher decide which are the best educational materials to use in her class?" "What kind of research studies are carried out in Head Start Regional Evaluation Centers?" "What curricular methods are currently used to foster perceptual motor development in preschool children?" An authoritative index is comprehensive and contains the source and price for each publication reviewed. (DO)

ED 032 949 RC 002 986

The Recreation Program.

Athletic Inst., Chicago, Ill.

Pub Date 63

Note—346p.; Book developed at the Second National Workshop on Recreation (Kellogg Center for Continuing Education, Michigan State University, November 28 - December 8, 1953).

Available from—The Athletic Institute, Merchandise Mart, Room 805, Chicago, Illinois 60654 (\$4.00).

Document Not Available from EDRS.

Descriptors—Art Activities, *Athletic Activities, Dance, Drama, Games, Handicrafts, Hobbies, Music, Physical Education, *Program Planning, *Recreational Activities, *Recreational Programs, *Resource Materials

The main purpose of this book is to provide directional pointers on the reasons for and ways of developing and integrating several program areas in the field of recreation. Suggestions are given on the uses of the book by persons involved with or interested in recreation. The book provides a composite picture of the major aspects, kinds, and forms of recreation activity. Specific areas covered are: arts and crafts; dance; drama;

games; sports, and athletics; hobbies; music; and outdoor recreation. Reading, writing, and speaking; social recreation; special events; and voluntary service are also included. At the end of each specific area a resource guide and/or a bibliography is presented. (DB)

ED 032 950 RC 002 997

The Mexican American, A New Focus on Opportunity. Testimony Presented at the Cabinet Committee Hearings on Mexican American Affairs (El Paso, Texas, October 26-28, 1967).

Interagency Committee on Mexican American Affairs, Washington, D.C.

Pub Date 26 Oct 67

Note—233p.

EDRS Price MF-\$1.00 HC-\$11.75

Descriptors—Action Programs (Community), Bilingual Education, Cultural Differences, *Economic Disadvantage, *Educational Problems, *Employment Problems, Federal Programs, Higher Education, *Housing Needs, Industrial Relations, *Mexican Americans, Migrant Workers, Rural Development, Social Problems

Statements presented at the Cabinet Committee Hearings on Mexican American Affairs by 52 men and women of divergent backgrounds and professions on the problems facing Mexican Americans are given. The topics covered are in the areas of agriculture; labor; health, education, and welfare; the war on poverty; and the general improvement of the economic and social conditions of the Mexican American. Positive attitudes and action for consideration and incorporation into governmental policy and social structure are reflected in their testimony. (CM)

ED 032 951 RC 003 597

Spanish Program for Spanish Speaking Students, Merced City School District.

Merced City School District, Calif.

Spons Agency—California State Dept. of Education, Los Angeles.

Pub Date [Jun 65]

Note—56p.

Available from—Tenaya School, 760 West 8th Street, Merced, California 95340 (\$1.50).

EDRS Price MF-\$0.25 HC-\$2.90

Descriptors—Ability Grouping, Basic Skills, Bilingualism, Core Curriculum, Cultural Background, *Demonstration Programs, Dropouts, Equivalency Tests, Junior High School Students, Language Skills, *Mexican Americans, *Program Development, Self Esteem, *Spanish, *Spanish Speaking

The objectives of the Tenaya School, a 6th, 7th and 8th grade school in the Merced City School District, California, are to teach Spanish in homogeneous classes to its Mexican American students (50%) and to enhance their self esteem by stressing the cultural and academic advantages of bilingualism. The qualifications of a special teacher needed to carry out the pilot program and to work with consultants are outlined. Proposed methods of evaluating the program are given. The Tenaya Spanish Program and curriculum, and the materials and resources used are discussed. Included is a report on the placement test used for grouping 180 Spanish-speaking students and a brief description of the program as viewed by a consultant. The final report submitted to the State Department of Education is also given. Copies of the Spanish Placement Test and the Spanish Placement Questionnaire conclude the document. (CM)

ED 032 952 RC 003 655

Education and Outdoor Recreation.

Department of the Interior, Washington, D.C. Bureau of Outdoor Recreation.

Pub Date Aug 68

Note—49p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (0-323-549, \$0.75).

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Community Relations, Conservation Education, Elementary Education, *Environmental Education, *Higher Education, Leisure Time, Mass Media, Natural Resources, *Outdoor Education, *Recreation, Recreational Activities, Secondary Education, Youth Programs

A special study was conducted to determine the needs and demands of the public for outdoor

recreation. Increasing amounts of leisure time of the American people are being used for outdoor recreation activities. Ways in which education can help people realize optimum benefit from recreational use of the outdoor environment are discussed. Responsibilities of colleges and universities include providing education related to the natural environment, providing professional preparation in the handling of people and resources for outdoor recreation, and training teachers competent to include environmental education in their activities. Twenty-one recommendations are given for strengthening educational activities concerning outdoor recreation at various educational levels. A list of nongovernmental organizations interested in various aspects of outdoor recreations and a bibliography are appended. (JH)

ED 032 953 RC 003 668

Statistics Concerning Indian Education, Fiscal Year 1968.

Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date 69

Note—45p.

Available from—Publications Service, Haskell Institute, Lawrence, Kansas 66044.

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*American Indians, *Average Daily Attendance, Day Schools, Dormitories, Federal Programs, Geographic Regions, High School Graduates, Hospital Schools, Public Schools, Residential Schools, School Construction, *School Statistics, Statistical Data, *Student Enrollment, Summer Programs

Statistics concerning Indian education for the fiscal year 1968 are provided by the Bureau of Indian Affairs (BIA) which had direct responsibility for the 55,799 children enrolled in Federal schools and housed in Federal dormitories. The BIA had partial financial responsibility for approximately 2/3 of those enrolled in public schools. Included in the statistical breakdown are (1) school census, enrollment and average daily attendance (ADA) by area and agency; (2) number of schools operated, the enrollment, and the ADA of boarding, day, and hospital schools; (3) dormitory enrollment and ADA; (4) enrollment by grade, and completions and graduates by area; (5) enrollment by degree of Indian blood and tribe; (6) school construction summary; (7) activities under the Elementary and Secondary Education Act; and (8) summer program participants. A related document is ED 002 665. [Not available in hard copy due to marginal legibility of original document.] (CM)

ED 032 954 RC 003 671

Financing of Private Outdoor Recreation.

Department of the Interior, Washington, D.C. Bureau of Outdoor Recreation.

Pub Date May 67

Note—23p.

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors—Banking, *Credit (Finance), Financial Problems, Financial Support, *National Surveys, *Private Financial Support, Questionnaires, *Recreational Facilities, *Recreation Finances

A survey of financial institutions was undertaken by the Bureau of Outdoor Recreation to evaluate the demand and availability of private credit for enterprises that provide outdoor recreation. The survey provided basic information for (1) evaluating legislative proposals for loan guarantee programs, (2) nationwide planning, and (3) assessing the role and problems of the private sector in providing outdoor recreation. Out of a sample of 2,091 banks, savings and loan associations, and life insurance companies, 72.1 percent (1,509 institutions) responded to the mail questionnaire. The principal finding was a need for improvement in the availability of credit for financing outdoor recreation enterprises. In addition, financial institutions lacked information regarding these enterprises and their potential as borrowers. (TL)

ED 032 955 RC 003 675

The Study of Environment in School, XXXIth Session of the International Conference on Public Education (Geneva, 1968).

International Bureau of Education, Geneva (Switzerland); United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 68

Note—189p.

Available from—Unesco Publications Center, U. S. A., 317 East 34th Street, New York, New York 10016.

Document Not Available from EDRS.

Descriptors—*Comparative Education, *Cultural Environment, Curriculum Guides, Ecology, *Environment, Foreign Culture, *International Education, International Organizations, Questionnaires, Sociology, *Teaching Techniques, Youth Programs

Seventy-nine countries took part in this comparative study of education conducted by the International Bureau of Education and Unesco. The study presents information obtained from these countries in comparative tables and individual narrative reports on each country's efforts in environmental education. Environmental education was defined to embrace essentially all aspects of education, but in this study particular emphasis was on ecology (those courses which deal with the mutual relations between living organisms and their natural environment) and sociology (where pupils became aware of the problems in their area in the process of learning the relationships which exist between all its aspects: physical, social, economic, psychological, cultural, etc.). The questionnaire utilized investigated the aims and place assigned to the study of environment, curricula and syllabuses, methods and techniques, and teaching staff. (DK)

ED 032 956

RC 003 681

Forbes, Jack D., Ed.

The Indian in America's Past.

Pub Date 64

Note—182p.

Available from—Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 (\$1.95 for paperback).

Document Not Available from EDRS.

Descriptors—American Indian Culture, *American Indians, *Cultural Factors, *Ethnic Origins, *Ethnic Relations, Group Dynamics, Policy Formation, Racial Composition, Social Problems, *United States History

When the first Europeans arrived in America the natives were not a uniform group, but the result of ancient inter-ethnic relations. Indian tribes were divided into a number of diverse linguistic and cultural groups having distinctive physical characteristics. The dynamics of further inter-ethnic relations are explored in this book by examining the interactions of Americans, Europeans, and Africans in the United States. The effect of the interactions on native Americans is studied in depth through speeches of individuals involved in the historical events cited. Differences in attitudes and modes of living and the resulting social problems are illustrated. The reactions of the natives are related in their own words. Two chapters deal with the United States policy toward the Native American from 1789 to 1963. (DB)

ED 032 957

RC 003 685

Bailey, Betty W., And Others

Economic Provisions for Old Age of Rural Families in Five Southern States. Southern Cooperative Series. No. 138.

Alabama Agricultural Experiment Station, Auburn; Georgia Agricultural Experiment Station, Athens; Texas Agricultural Experiment Station, College Station.

Report No.—Bull-138

Pub Date Jun 68

Note—34p.

EDRS Price MF-\$0.25 HC-\$1.80

Descriptors—Age, Caucasians, Educational Background, *Family Characteristics, Family Income, Family Structure, Financial Needs, Health, Leisure Time, Negroes, *Retirement, *Rural Economics, *Rural Family, Southern States, *Statistical Analysis

Rural families from specific areas in 5 southern states (Alabama, Florida, Georgia, Tennessee, and Texas) were sampled to determine the extent of economic and social preparation for old age and retirement. Family characteristics and economic status were compared by race (white and Negro) and residence (farm versus nonfarm). Attempts were made to determine retirement expectations of rural families and to predict retirement income. Findings indicate that pre-retirement family incomes and educational attainment have a direct bearing upon economic expectations for retirement. Also, public action is needed to solve some of the human issues in rural retirement including substandard housing and the social problems of isolation. (JH)

ED 032 958

RC 003 686

Bibliography of Literature Books Related to Spanish History and Culture.
Detroit Public Schools, Mich.
Pub Date Sep 69

Note—17p.

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors—*Annotated Bibliographies, Bilingual Students, Educational Resources, *Elementary Grades, *English (Second Language), History, Mexican Americans, Spanish Americans, *Spanish Culture, *Spanish Speaking
Approximately 90 books, published between 1946 and 1969, related to Spanish-speaking people and their culture, are presented in this annotated bibliography. It is intended as a guide for schools wishing to develop literature selections depicting the culture and history of Spanish-speaking people at the elementary level. Books written in both Spanish and English, and in only Spanish are included. Each annotated entry also includes the volume price and the grade level for which it was intended. (DK)

ED 032 959

RC 003 687

Hathorn, John R.
New York State Interdepartmental Committee on Indian Affairs, 1968-1969. Annual Report.
New York State Interdepartmental Committee on Indian Affairs, Albany.
Pub Date 69

Note—29p.

EDRS Price MF-\$0.25 HC-\$1.55

Descriptors—*American Indians, Community Involvement, Economic Opportunities, *Educational Opportunities, Financial Support, Health Services, *Legislation, *Social Services, *State Programs
Identifiers—*New York

The document reports on the various services rendered by several State Departments and Divisions to the 8 Indian Reservations (Cattaraugus, Onondaga, St. Regis, Tonawanda, Tuscarora, Shinnecock, Poospatuck, and Allegany Reservations) in the geographical boundaries of New York State. A summary of existing services and future service considerations is presented for the New York State Departments of Commerce, Conservation, Education, Health, Mental Hygiene, Transportation, Social Services, and the Division of the State Police. Several tables are included to show the participation, past and present, of reservation residents in the services offered. Also listed is a summary of the bills related to Indian Affairs signed into law in 1969 and the names and addresses of Indian-interest organizations in the United States. (DB)

ED 032 960

RC 003 688

The Indian Today in New York State. (Fifth Edition).

New York State Interdepartmental Committee on Indian Affairs, Albany.
Pub Date 1 Nov 67

Note—22p.

EDRS Price MF-\$0.25 HC-\$1.20

Descriptors—*American Indians, *Background, Economic Opportunities, Educational Opportunities, Health Services, *Legislation, *Social Services, *State Agencies
Identifiers—Cayugas, Iroquois League, Mohawks, *New York, Oneidas, Onondagas, Poospatucks, Senecas, Shinnecocks, Tuscaroras

The pamphlet surveys the present status of the Indians (Iroquois League consisting of Mohawks, Oneidas, Onondagas, Cayugas, Senecas and Tuscaroras; and also tribes of Shinnecocks and Poospatucks) in New York and the public services made available to them through various governmental units. A historical background of the various tribes relates the many factors which have had a bearing on the location and size of the Indian reservations. A resume of the services rendered by various State governmental units (health, education, social services, and commerce) is presented along with a bibliography for those seeking additional information about Indian affairs. (DB)

ED 032 961

RC 003 689

Nelson, Bardin H. And Others
Factors Affecting Attitudinal Patterns Toward Education in the Dominican Republic.
Texas A and M Univ., College Station. Dept. of Agricultural Economics and Sociology.
Pub Date 28 Aug 69

Note—36p.; Paper presented at the Rural Sociological Society Meeting (San Francisco, California, August 28 - September 1, 1969).

EDRS Price MF-\$0.25 HC-\$1.90

Descriptors—Attitude Tests, Beliefs, *Comparative Analysis, *Educational Attitudes, Educational Background, *Individual Differences, Interviews, Rural Areas, *Rural Urban Differences, *Social Influences, Socioeconomic Influences, Surveys, Urban Areas
Identifiers—*Dominican Republic

A sample of 380 urban, suburban, and rural persons living in the Province of Santiago, the Dominican Republic, were interviewed to determine their attitudes toward education. A 15 statement attitude instrument, using a Likert response scale, was developed. The major findings of the study were that attitudes toward education were significantly related to place of residence, sex, social class, level of education, receipt of mass communication, and spatial mobility. It was concluded that although the sample exhibited some characteristics of a relatively modern society in attitudes toward education, the relationship between attitudes toward education and the other variables supported the classification of the Dominican Republic as a transitional society near the traditional end of the traditional-modern continuum. (TL)

ED 032 962

RC 003 690

Hendee, John C.
Rural Urban Differences Reflected in Outdoor Recreation Participation.
Pub Date Aug 69

Note—16p.; Paper presented at annual meeting of the Rural Sociological Society (San Francisco, California, August, 1969).

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—*Cultural Differences, Leisure Time, Participant Characteristics, *Population Trends, *Recreational Activities, *Research Problems, *Rural Urban Differences, Theories
In an effort to facilitate recreation studies concerned with the rural-urban variable, this paper presents a summary of theories which might explain rural-urban differences, if any, in outdoor recreation participation. The summary of theories are organized into rural-urban recreation differences based on the influence of (1) size and density of population on man's behavior, and (2) culture on man's actions. The discussion presents the "opportunity theory" which implies that availability of opportunities is the important criterion. Cultural differences are discussed in relation to man's perspective towards the natural environment. Inherent life styles and values also explain some differences. However, all of the theories are cast in general, ambiguous terms which are untestable when conducting a study. Residence on the basis of population density, data on origin of upbringing, controlled variables and population samples, not just samples of recreationists, must be clearly defined when conducting a recreation study. (CM)

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ED 032 963

RC 003 691

Saxon, Dean, Comp. Hogan, Lawrence, Comp.
[Our Book T-O'Ohana Nuestro Libro and Vocabulary.]

San Xavier Mission School, Tucson, Ariz.
Pub Date 69

Note—114p.

Available from—San Xavier del Bac, Route 11, Box 644, Tucson, Arizona 85706 (\$2.00).

Document Not Available from EDRS.

Descriptors—*American Indians, *Childrens Books, English, Grade 1, Grade 2, *Papago, *Spanish, *Supplementary Reading Materials, Translation, Vocabulary

The book was written by first and second grade pupils at San Xavier Mission School in Tucson, Arizona. Ideas of the Papago and Yuiqui Indian culture are expressed in the children's own words. It is written in Papago, Spanish and English and has pictures depicting every passage. The passages concern the children's families, school, play, everyday life situations, and work. A vocabulary section is included in Papago and Spanish translated into English. (CM)

ED 032 964

RC 003 693

Potter, Harry R. And Others
Poverty in Rural America: The Situation in an "Average Income County."

Pub Date 28 Aug 69

Note—21p.; Paper presented at the Rural Sociological Society Meeting (San Francisco, California, August 28-31, 1969)

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—Census Figures, Depressed Areas (Geographic), *Economic Disadvantage, Economic Status, Educational Background, Employment Level, Family Characteristics, *Family Income, Interviews, Low Income Counties, *Perception, Personal Adjustment, *Rural Economics, *Rural Population, Socioeconomic Influences
Identifiers—Indiana, Montgomery County

The purpose of this paper is to examine the definitions, perceptions, and extent of poverty in what has been called an "average income" county in the midwestern section of the United States. The uniqueness of the study lies in the utilization of respondents' perceptions of poverty to establish a definition of poverty. The data is based on 1960 census projections of Montgomery County, Indiana, and two additional sets of data gathered through personal interviews. The findings indicate that the low perception of poverty in the county may be accounted for by its dispersion, particularly in the small towns, and by the high incidence of older persons who live alone and may have little visibility. Also, younger heads of poverty families have low levels of education indicating that poverty is going to continue. Finally, the perception of Montgomery County as an area with little poverty is inaccurate. (DK)

ED 032 965

RC 003 695

Khanna, J. L.
An Evaluation of the Human Relations Training Program.
Pub Date 69

Note—113p.

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Evaluation Criteria, *Evaluation Methods, Factor Analysis, *Human Relations, *Measurement Instruments, Measurement Techniques, *Program Evaluation, Rural Areas, *Sensitivity Training, Statistical Studies, Tables (Data), Teacher Improvement, T Groups

A Human Relations Training Program conducted with an experimental group of 150 educators from the Upper Cumberland Region in Tennessee is evaluated in this document. In an effort to assess the effects of the program, internal and external criteria, and matched control groups were utilized. The Personal Orientation Inventory, F Scale, Semantic Differential, Leary's Interpersonal Checklist, and the Motivation Analysis Test were used to measure internal criteria. Ryan's Rating Scale, the Michigan Picture Test, and the Leary Interpersonal Checklist were used to measure external criteria. A factor analysis was attempted to explain differential changes in behavior over a period of time. It was found that educators exposed to Human Relations Training become less authoritarian and more self-actualized. They develop better interpersonal relationships in addition to developing greater self-insight and leadership skills. These individuals were also perceived more positively by their supervisors and their students. A detailed discussion of the measurement instruments utilized and numerous statistical tables are also included. [Not available in hard copy due to marginal legibility of original document.] (SW)

ED 032 966

RC 003 697

Caskey, Owen L., Comp. Hodges, Jimmy, Comp.
A Resource and Reference Bibliography on Teaching and Counseling the Bilingual Student.
Texas Technological Coll., Lubbock. School of Education.

Spons Agency—Southwest Educational Development Lab., Austin, Tex.
Pub Date Mar 68

Note—48p.

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*American Indians, *Bibliographies, *Bilingual Students, Bilingual Teachers, *Counseling, Culturally Disadvantaged, English (Second Language), Language Instruction, *Mexican Americans, Minority Group Children, Resource Materials, Spanish Speaking
Citations for 733 selected references published between 1914-1967 cover materials on the teaching and counseling of bilingual students. The purpose of the bibliography is to provide as extensive and helpful references as possible. Literature dealing with Indian and Mexican American children is included. [Not available in hard copy due to marginal legibility of original document.] (DB)

ED 032 967 RC 003 699

Tonello, Francis V., Ed. Alilunas, Leo J., Ed.
Educating the Culturally Disadvantaged Child in
Chautauqua and Cattaraugus Counties, New
York.

Board of Cooperative Educational Services,
Chautauqua County, N.Y.
Spons Agency—Office of Education (DHEW),
Washington, D.C.
Pub Date Jul 69
Note—152p.

EDRS Price MF-\$0.75 HC-\$7.70

Descriptors—American Indians, *Culturally Dis-
advantaged, Disadvantaged Youth, Educational
Problems, *Educational Programs, Federal Aid,
Handicapped Students, Migrant Youth,
Negroes, Puerto Ricans, Resource Materials,
*Rural Schools, *Rural Youth, School Ad-
ministration, Small Schools, Spanish Speaking,
*Teacher Response
Identifiers—New York

This collection of articles, written by admin-
istrators and teachers in the small city and rural
school districts of Chautauqua and Cattaraugus
Counties, New York, deals with the education of
culturally disadvantaged white, Negro, Puerto
Rican, Indian, and migrant youth. Programs
developed by the schools with the aid of Federal
funds providing special aid for all mentally, emo-
tionally, and physically handicapped children are
discussed. The articles are grouped under 3
headings: (1) What Does the Teacher Face?; (2)
What Can the Teacher Do?; and (3) What Can
the Administration and Community Do? Bibliographies
are included at the end of each article. (TL)

ED 032 968 RC 003 700

Loomis, Charlotte Ann
Index to the Journal of American Indian Educa-
tion, Vol. 1, No. 1 - Vol. 8, No. 1.
New Mexico State Univ., University Park. ERIC
Clearinghouse on Rural Education and Small
Schools.

Spons Agency—Office of Education (DHEW),
Washington, D.C. Bureau of Research.
Bureau No—BR-6-2469
Pub Date Oct 69
Contract—OEG-4-6-062469-1574

Note—44p.

EDRS Price MF-\$0.25 HC-\$2.30

Descriptors—*American Indians, Annotated
Bibliographies, *Educational Resources, *In-
dexes (Locators), *Periodicals, *Subject Index
Terms

All articles (112) that appeared in the "Journal
of American Indian Education" (JAIE), Vol. 1,
No. 1 (June 1961) through Vol. 8, No. 1 (Oc-
tober 1968) are indexed and annotated. The
publication is divided into 3 parts: (1) annota-
tions listed in order of appearance in JAIE by
volume, number, and page; (2) author index; and
(3) subject index. Later issues of JAIE are in-
dexed in "Current Index to Journals in Educa-
tion." (CM)

ED 032 969 RC 003 701

[Ute Unit with History, Suggested Activities, and
Teachers' Guide.]
Montelores Studies Center, Cortez, Colo.

Spons Agency—Office of Education (DHEW),
Washington, D.C. Bureau of Elementary and
Secondary Education.

Pub Date [68]

Note—75p.

EDRS Price MF-\$0.50 HC Not Available from
EDRS.

Descriptors—Activity Units, *American Indians,
Curriculum Enrichment, Grade 4, History,
*History Instruction, *Instructional Materials,
Resource Materials, *Social Studies Units,
Teaching Guides, *Units of Study (Subject
Fields)

Identifiers—*Utes

This curriculum unit for fourth grade students,
developed by the Montelores Studies Center,
Cortez, Colorado, which is funded by the Ele-
mentary and Secondary Education Act, Title III,
presents a history of the Ute Indians, suggested
activities for students, and a teachers' guide. The
history section outlines the historical develop-
ment of the Ute Indians from the time of their
migration from Asia to the present. The activities
section contains a set of suggested activities,
reference to materials available from Montelores
Studies Center, and an annotated bibliography.
The teachers' guide lists organizations and

resource persons to be contacted for additional
information and resource materials. [Not avail-
able in hard copy due to marginal legibility of
original document.] (TL)

ED 032 970 RC 003 707

An Annotated Bibliography of Selected Materials
Collected and Reviewed Cooperatively by the
University of Minnesota, the State Department
of Education, the Minnesota Indian Education
Committee, in Conjunction with Other Mem-
bers of the Indian Community to be Made
Available Under Public Law 89-10 Title II.

Minnesota Univ., Minneapolis.

Pub Date 69

Note—28p.

EDRS Price MF-\$0.25 HC-\$1.50

Descriptors—American History, *American Indi-
an Culture, *American Indians, *Bibliog-
raphies, Biographies, Disadvantaged Groups,
*Educational Resources, Fiction, Films, Film-
strips, *Instructional Materials, Phonograph
Records

A total of 202 entries published mostly in the
1950's and 1960's are included in this annotated
bibliography. The listings are divided into cate-
gories which include 88 non-fiction books, 35 biog-
raphy and fiction books, 11 recordings, 4 film-
strips, 8 films, and 52 professional education
books. In addition, the bibliography cites 4 learn-
ing materials developed by Indian people working
with the Rough Rock Demonstration School in
Arizona. Pricing information is given and grade
level is included when applicable. (DB)

ED 032 971 RC 003 712

Harrison, Edward H.
Northland Alphabet.

Spons Agency—Alberta Advisory Committee on
Educational Research, Edmonton.

Pub Date 68

Note—89p.

EDRS Price MF-\$0.50 HC-\$4.55

Descriptors—*Alphabets, *American Indians, En-
glish Curriculum, Environmental Criteria,
*Grade 2, Illustrations, *Reading Materials,
Supplementary Reading Materials, *Vocabulary
Development, Vocabulary Skills
Identifiers—*Canadian Indians, Metis

An alphabet (with vocabulary), stories, poems,
and illustrations are presented in this document
to provide teachers of Indian and Metis children
of grade 2 level with reading material relevant to
the environment of the students. The materials
are designed to serve as a supplement to the main
reading program and to stimulate the imagination
and conversation of the students so that they are
encouraged to talk in English about things
familiar to them. Suggestions on how the materi-
als may best be used are included. (SW)

ED 032 972 RC 003 713

Texas Labor Mobility, Experimental and Demon-
stration Project. Final Report.

Texas Employment Commission, Austin.

Spons Agency—Manpower Administration
(DOL), Washington, D.C.

Report No—P-6717

Pub Date Apr 69

Note—191p.

EDRS Price MF-\$0.75 HC Not Available from
EDRS.

Descriptors—Adjustment (to Environment), Ad-
justment Counselors, Adult Education,
Economically Disadvantaged, Educationally
Disadvantaged, Federal Aid, Housing Needs,
Language Handicaps, Manpower Development,
*Mexican Americans, *Migrants, *Occupa-
tional Mobility, *Relocation, *State Programs,
Unemployment, Vocational Education
Identifiers—*Texas Labor Mobility Project

The Texas Labor Mobility Project's purpose
was to demonstrate the effectiveness of using
financial assistance to create stability in migrant
workers and to reduce unemployment. The pro-
gram was designed as a research project to gather
information about all phases of the Mobility Pro-
ject. This was handled through the Texas Em-
ployment Commission. In recruiting for the pro-
ject, applicants found in the active files of the
Supply Area Texas Employment Commission of-
fices were given first consideration. Applicants
were carefully screened to meet eligibility criteria
and had to reassess their interest in relocating.
Job development was conducted with the realiza-
tion that there was a large surplus of unemployed
manpower in all of the supply areas. Interested

companies from different areas of Texas were
listed with pay rate and job types. The major role
of the Texas Employment Commission was locat-
ing suitable housing for the relocated families.
Housing, work, and personal problems caused
most of the adjustment problems. It was con-
cluded that the Labor Mobility is a feasible and
practical implement to (1) assist in alleviating
conditions of labor surplus and labor shortage,
and (2) afford opportunity for social advance-
ment of disadvantaged people. The appendices
include forms used, statistics, and case histories.
[Not available in hard copy due to marginal leg-
ibility of original document.] (CM)

ED 032 973 RC 003 717

Hall, Carroll

A Study of the Effectiveness of Two Teaching
Techniques in Driver Education Considering
Ethnicity, Socioeconomic Status, and Sex as
Contributing Sources of Variation.

Pub Date Sep 69

Note—110p.

EDRS Price MF-\$0.50 HC-\$5.60

Descriptors—Anglo Americans, Comparative
Analysis, *Driver Education, Educational
Quality, *Ethnic Grouping, Instructional Pro-
grams, *Laboratory Procedures, Mexican
Americans, Secondary School Students, Sex
Differences, *Socioeconomic Status, *Teaching
Methods

The use of 2 techniques for teaching the
laboratory phase of a driver education program is
compared and analyzed with respect to the ethnic
background (Mexican American and Anglo),
socioeconomic status, and sex differences of the
students. The final sample consisted of 269 stu-
dents from 7 secondary schools in El Paso, Texas.
The basic difference in the instructional methods
used for comparison was the inclusion of a driver
simulator in one method opposed to no simulator
in the other method. The results of this study
imply that there is no apparent difference in the
quality of instruction between the teaching
techniques, nor is there any advantage of one
treatment over the other when applied to a
specific population. (Author/DB)

ED 032 974 RC 003 718

Craig, Gregory W. And Others

Indian Housing in Minneapolis and Saint Paul.
Minnesota Univ., Minneapolis. Training Center
for Community Programs.

Pub Date Jul 69

Note—44p.

EDRS Price MF-\$0.25 HC-\$2.30

Descriptors—*American Indians, *Attitudes,
Family Characteristics, *Housing Deficiencies,
Housing Needs, Housing Patterns, Social
Change, *Surveys, Tables (Data), *Urban
Areas

Identifiers—Minneapolis, Saint Paul

Surveys conducted in Minneapolis and Saint
Paul, Minnesota, dealing with housing problems
of urban Indians are reviewed in this report.
Housing conditions, Indian attitudes toward urban
housing and the community, family charac-
teristics, and deficiencies in housing agencies are
discussed. The surveys strongly indicate that Indi-
ans want better housing. When the Indians'
desires for better housing are held up due to in-
adequacies and incompetencies in housing and
related agencies, the compounding of a grave so-
cial problem results. Nine suggestions for action
on better housing are offered. It is concluded that
an Indian public which is sophisticated in housing
matters, and which has been able to retain the
devoted and effective involvement of Indian
professionals and politicians can go a long way
toward identifying and resolving metropolitan
housing needs. Information and an effective ac-
tion program to change housing conditions for
urban Indians is needed. Tables depicting the
results of the surveys are included in the appen-
dix. (SW)

ED 032 975 RC 003 720

Howell, Charles S.

Dental Health in Rural Areas.

Pub Date 21 Mar 69

Note—7p.; Paper presented at the National Con-
ference on Rural Health (22nd, Philadelphia,
Pennsylvania, March 21, 1969)

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—*Community Health Services,
Dental Assistants, *Dental Health, Dental
Schools, Educational Needs, *Manpower
Utilization, Preventive Medicine, *Rural Areas

The concentration of dental health services in urban areas creates a problem for the rural population of America. The problem is analyzed in this document by looking at the population distribution today and the ratio of dental services per population, the location of dental education resources, and the concern of society for the quality of living. Five objectives regarding dental health needs are discussed. Resources are identified which can help meet the objectives. It is concluded that the need for dental health is a national problem that can be solved if all facets of public health services work cooperatively toward a quality life for all. (DB)

ED 032 976 RC 003 722

Chapman, A. L. And Others
Planning for Rural Health Services. A Model for the Practice of Community Medicine. Rural and Small Town Practice - Future Training and Role of the Family Physician.
Pub Date 21 Mar 69

Note—36p.; Papers presented at the National Conference on Rural Health (22nd, Philadelphia, Pennsylvania, March 21, 1969).

EDRS Price MF-\$0.25 HC-\$1.90

Descriptors—*Community Health Services, Community Problems, Family Health, Health Facilities, *Health Programs, *Manpower Utilization, *Medical Assistants, Physicians, Prevention, Professional Training, *Rural Areas

The problem of providing adequate health services for rural America is many fold and will require the combined efforts of everyone to approach a satisfactory solution. A broad overview of all facets of the problem is presented. Listed and briefly discussed are goals which must be achieved to insure permanent improvement. Three general directions to be pursued in order to accomplish the goals are given. Other views and suggested solutions are analyzed in this document by Donald L. Graves, M. D., in his paper titled "A Model for the Practice of Community Medicine," and by George T. Harrell, M. D., in his paper, "Rural and Small Town Practice—Future Training and the Role of the Family Physician." (DB)

ED 032 977 RC 003 723

Obersteuffer, Delbert
Health Education as a Foundation for Healthful Living.
Pub Date 21 Mar 69

Note—14p.; Address presented at the National Conference on Rural Health (22nd, Philadelphia, Pennsylvania, March 21, 1969).

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—Curriculum, *Curriculum Development, Dropout Prevention, Dropout Problems, Educational Problems, *Health Education, *Individual Needs, Nutrition Instruction, School Health Services, *School Responsibility, Sex Education, *Social Responsibility

The time has come for education to be concerned first about the state of being of each individual; that is, the physical and mental health of each child so that he can become a more receptive learner. The intellectual processes which education has dealt with for so long is dependent upon the physical processes for their functional adequacy and efficiency. Several areas of health education can be readily adapted to the school situation. Certain health areas are more critical and vital to the well being of society than traditional academic subjects. Effective health education may be a partial solution to some of the problems education faces such as the dropout and developing a student's self-image. (DB)

ED 032 978 RC 003 724

Margules, Harold
Medical Manpower for Rural Areas.
Pub Date 21 Mar 69

Note—9p.; Paper presented at the National Conference on Rural Health (22nd, Philadelphia, Pennsylvania, March 21, 1969).

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—*Community Health Services, Federal Legislation, Health Facilities, *Health Personnel, *Manpower Utilization, Medical Assistants, *Paramedical Occupations, Physicians, Regional Planning, *Rural Areas, Rural Urban Differences, Special Health Problems, Technology

This nation is rapidly becoming an urbanized society and the rate of producing trained physicians is not increasing rapidly enough to keep up with the population explosion. This creates a

problem for rural areas because, despite the many innovative efforts to entice physicians to establish a rural practice, new physicians are concentrated in the urban areas. However, the problem of inadequate rural health services is not hopeless if the small communities will take advantage of those people in their community who have some background and experience in health services. Such local services, aided by modern technology, can have a very positive effect on the health service problem in rural America. In addition, the passing of recent Federal legislation aimed at area-wide planned health services can further alleviate this recognized problem. (DB)

ED 032 979 RC 003 726

Tucker, E. W.
Veterinary Manpower for Rural Areas.
Pub Date 21 Mar 69

Note—4p.; Paper presented at the National Conference on Rural Health (22nd, Philadelphia, Pennsylvania, March 21, 1969).

EDRS Price MF-\$0.25 HC-\$0.30

Descriptors—*Community Health Services, *Community Involvement, Community Leaders, Educational Background, Health Facilities, *Manpower Utilization, Medical Services, *Rural Areas, *Veterinary Medicine

While the main activity of veterinarians is the care and treatment of animals, they are professionally trained personnel who have a history of involvement in community action. Their full potential has not been tapped to help alleviate the inadequacies of rural health services. Cited in this paper are specifics relating the number of trained veterinarians as of January 1, 1969; the educational background of the veterinarian; past community involvement; and the military's use of veterinarians. While past involvement has been broad, there are many other areas of community service that could utilize their abilities. In most cases, veterinarians would be willing to offer their personal and professional help. (DB)

ED 032 980 RC 003 728

A Proposal for the Orientation and Placement of Culturally, Economically, and Educationally Deprived Children of Junior High Age. Final Evaluation Report.
Board of Education, St. Cloud, Minn.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.

Report No.—P-OE-1132

Pub Date [67]

Grant—OEG-3-6-001132-1153

Note—76p.

EDRS Price MF-\$0.50 HC-\$3.90

Descriptors—Culturally Disadvantaged, Economically Disadvantaged, *Educational Experience, Educationally Disadvantaged, Elementary School Students, Evaluation, *Junior High School Students, *Parent School Relationship, *Rural Youth, *School Orientation, Surveys, Transfer Programs, Urban Schools

A junior high school orientation program was conducted from June 1 to August 1, 1967 for 270 students scheduled to enter 2 public junior high schools in St. Cloud, Minnesota from 21 rural public and parochial schools. The major purpose of the project was to ease the transition problems for nonresident students and their families caused by the transfer from ungraded and 1-room elementary schools to large city schools. The orientation program, organized into 5 phases, was designed to ease this transition through contacts between the school and the home. Phase 1 identified all students graduating from rural elementary schools. Phase 2 identified students with academic difficulties. Phase 3 consisted of 2 personal contacts between the school and the parents. Phase 4 was a 1-week orientation program conducted for the students in the school they were to attend. Phase 5 was an evaluation of the entire program by students, parents, teachers, and counselors. During this phase a survey of 221 students and 165 parents indicated almost unanimous support for the program. Parent and student comments about the program, both favorable and unfavorable, were included in the appendices to this report. This project was funded under Title III, Elementary and Secondary Education Act. (Author/TL).

ED 032 981 RC 003 729

Junior High Phase of a Multiphase Program for Assimilating Variant and Rural Youth Into an

Urban Educational Setting. Final Evaluation Report.

Board of Education, St. Cloud, Minn.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.

Report No.—P-OE-1132

Pub Date [68]

Grant—OEG-3-6-001132-1153

Note—105p.

EDRS Price MF-\$0.50 HC-\$5.35

Descriptors—Academic Performance, Behavior Problems, *Compensatory Education Programs, Dropout Prevention, *Educationally Disadvantaged, Enrichment Programs, *Experimental Programs, *Junior High School Students, Potential Dropouts, *Rural Youth, Student Adjustment

Evaluations of 2 experimental programs developed by the St. Cloud, Minnesota, school system with funds from Title III, Elementary and Secondary Education Act are given in this report. Section 1 describes the Junior High Development Center, a program designed to help students who had very low basic education skills and showed signs of becoming school dropouts, but had the potential to graduate from high school. Ten students were chosen for the experimental program and 10 students were used as a control group. Students in the experimental program spent half a day in the program and half a day in regular school classes. The experimental group scored significantly higher on a mathematics test and were rated by parents as having significantly improved behavior. There were no significant differences on class grades, reading test scores, and teacher and counselor evaluation of behavior change. Section 2 of the report describes the Special Program for the Enrichment of Educationally Deprived (SPEED), a related program developed for 7th grade students enrolling 27 students with low basic skills who were potential dropouts, and 11 special education mentally retarded students. The program was characterized by flexible programs, tutoring, small group instruction, and field trips. An evaluation indicated that the majority of students showed a general improvement in grades, school adjustment, and behavior. (Author/TL)

ED 032 982 RC 003 734

Roth, Charles E.

Curriculum Overview for Developing Environmentally Literate Citizens.

Liberty Council of Schools, Lincoln, Mass. Conservation Education Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Plans and Supplementary Centers.

Pub Date [68]

Note—23p.

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors—Conservation Education, *Curriculum Development, Educational Objectives, Environment, *Environmental Education, Humanities, *Learning Processes, Natural Resources, Outdoor Education, *School Responsibility, *Social Responsibility, Social Sciences

The health of man's environment is vital to the well being of this and future generations; yet, abuses threaten both the natural and man-made environments. This document explores the total scope of this problem. The prime purpose of this guide is to give administrators, curriculum people, teachers, and interested citizens a statement of what might be considered essential in developing environmentally literate citizens who will be able to make decisions and choices as producers, consumers, voters, and recreationalists that will sustain a liveable environment. The responsibility for developing such citizens is seen as a function of public education. It is felt that this can readily be interwoven into the curriculum without any major content changes. A list of 179 basic ideas and concepts relevant to environment that could be taught in the areas of natural science, social science, and humanities is given. In addition, 10 processes for the effective teaching of these concepts is presented. This guide was developed by the Liberty Council Conservation Education Center under Elementary and Secondary Education Act, Title III, funds. (DB)

ED 032 983 RC 003 739

Bradfield, Larry L.

A History of Chillicothe Indian School.

Pub Date 63

Note—136p.; Master's Thesis submitted to University of Oklahoma, Graduate College (1963).

Available from—Inter-library loan from University of Oklahoma Library, Norman, Oklahoma 73069.

Document Not Available from EDRS.

Descriptors—*American Indians, Curriculum, Educational Finance, Educational History, *Educational Problems, *History, *Masters Theses, *School Administration, School Planning, School Superintendents, Student Characteristics, United States History

Identifiers—*Chilocco Indian School, Oklahoma
A historical development of the Chilocco Indian School, Chilocco, Oklahoma, is presented in this master's thesis. Three periods were chosen to develop the history of the school: The Critical Period (1884-1902), The Middle Period (1902-1926), and The Recent Period (1926-1956). Within each of these periods activities of the school's superintendents; changes in the curriculum and make-up of the student body; and administrative, curriculum, and student problems are presented. Characteristics of the Indian students, efforts exerted toward school and plant planning, and curriculum development are also considered. (SW)

ED 032 984 RC 003 740

Traver, James D.

Is Migration Lowering the Educational Status of the Population in the South?

Pub Date 28 Aug 69

Note—21p.; Paper presented at the Rural Sociological Society Meeting (San Francisco, California, August 28, 1969)

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—*Academic Achievement, Age Differences, Caucasians, Census Figures, *Educational Status Comparison, *Migration Patterns, Negroes, Population Trends, *Rural Population, Sex Differences, *Southern States

Census data was utilized to determine the net effect of internal migration between 1955 and 1960 upon the educational status of the population of the South 25 to 64 years of age in 1960. The major findings of the study are as follows: (1) the median educational attainment of the Southern population was not greatly altered through the interchange of interregional migrants, since the in- and out-migrant comprised a small proportion of the total population; (2) the median educational attainment of the southern nonwhite population in all 3 census divisions was lowered as a result of selective net migration; and (3) the median educational attainment of the southern white population, with the exception of males 25-29 years of age in 1960, was raised slightly through the interchange of interregional migrants. Selective net migration raised the education level of whites in the South Atlantic States but lowered the levels in the East South Central and West South Central States. (Author/DK)

ED 032 985 RC 003 741

Ritchie, William A.

The Iroquoian Tribes. Part II of the Indian History of New York State.

State Univ. of New York, Albany. State Educational Dept.

Report No—EL-7

Pub Date Jan 63

Note—28p.

Available from—New York State Museum and Science Service, Education Building, Albany 1, N. Y. (\$0.25).

EDRS Price MF-\$0.25 HC-\$1.50

Descriptors—*American History, *American Indian Culture, *American Indians, *Cultural Background, Cultural Factors, Cultural Traits, *Historical Reviews, Socioeconomic Background

Identifiers—Cayugas, Five Nations, *Iroquois, Mohawks, New York, Oneidas, Onondagas, Senecas

A brief history of the cultural patterns of Iroquoian Tribes in New York State are outlined. The Iroquoian Tribes, known originally as Five Nations (Mohawk, Oneida, Onondaga, Cayuga, and Seneca) are identified, described, and geographically placed within the state. Emphasis is placed on describing their environment, social organization, and religious beliefs. Environment includes a general description of their villages and longhouses; their foods and domestic tools, utensils, and ornaments; and clothing habits. Social organization is divided into familial or clan pat-

terns and, very briefly, political organization. In the area of religious beliefs, their mode of warfare and ceremonial beliefs and practices are presented. This historical study ends with reservation period, giving the principal reservations in New York and Canada as indicated in a table. Illustrations are included. (CM)

ED 032 986 RC 003 742

Drumm, Judith

Iroquois Culture.

State Univ. of New York, Albany. State Educational Dept.

Report No—EL-5

Pub Date [62]

Note—17p.

Available from—New York State Museum and Science Service, Education Building, Albany, N. Y. 12224 (\$0.25).

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors—*American History, *American Indian Culture, *American Indians, *Cultural Background, Cultural Factors, Cultural Traits, *Historical Reviews, Socioeconomic Background

Identifiers—*Iroquois, Northeast

Iroquois society was characterized by several features. Among these were the position of social responsibility occupied by women in their matrilineal and matrilineal society. The basic social unit was the large matrilineal family and individual loyalty extended from this clan, to tribe, and finally to the Iroquois League. This intertribal political organization was the major accomplishment of the Iroquois. The League, in turn, made the Iroquois a decisive force in the fur trade and in the conflicts incident to the European colonization of Northeastern North America. Religion was intimately involved in all areas of Iroquois life. Dreaming was an accepted method of communication with the spirit world. These aspects of the Iroquois culture are presented in an attempt to make the Iroquois and their society more comprehensible to teachers and to all interested adults. (Author/CM)

ED 032 987 RC 003 744

Hill, George W. Gollas, Manuel

The Minifundia Economy and Society of the Guatemalan Highland Indian.

Spons Agency—Wisconsin Univ., Madison. Land Tenure Center.

Report No—RP-30

Pub Date Jul 68

Note—92p.

EDRS Price MF-\$0.50 HC-\$4.70

Descriptors—*Agricultural Production, *American Indians, Economically Disadvantaged, Family (Sociological Unit), Farmers, *Illiteracy, Interviews, *Latin American Culture, Living Standards, Migration Patterns, Rural Economics, *Rural Environment, Rural Population, Social Characteristics, Social Environment, Tables (Data)

Identifiers—*Guatemala, Mayans

This study of the Minifundia society in the Guatemalan Highlands was intended to describe and analyze the social and economic complex within which these Mayan Indians lived and carried on their system of traditional agriculture. A random sample of 348 families were interviewed and results were reported. According to the survey the average household contained 5 members who provided the main labor force for the family farm. Almost 95 percent of the farmers claimed to own all or part of their land. Income from farming was low, and farmers supplemented their earnings either by engaging in various business ventures or by obtaining agricultural or industrial employment. The survey indicated that 62 percent of the farmers interviewed were illiterate, and 16 percent of those who were literate had never received any formal education. Only 26 percent of the children older than 7 years were attending school, while 54 percent had never enrolled in school and 29 percent had dropped out after enrollment. Tables are used extensively to present data resulting from the study. (TL)

ED 032 988 RC 003 745

Wilkening, E. A.

Comparison of Migrants in Two Rural and an Urban Area of Central Brazil.

Spons Agency—Wisconsin Univ., Madison. Land Tenure Center.

Report No—RP-35

Pub Date Nov 68

Note—40p.

EDRS Price MF-\$0.25 HC-\$2.10

Descriptors—Adjustment (to Environment), Attitudes, Economic Factors, *Family Mobility, Interviews, Migration, *Migration Patterns, Parental Aspiration, *Rural Population, *Rural Urban Differences, *Urban Population

Identifiers—*Brazil

The goal of this study was to compare the migration and adaptation of settlers in urban areas with settlers in rural areas of Brazil. A sample of 1,255 families, divided into an urban group, a near-urban rural group, and a rural group were interviewed. The migration patterns of the groups were discussed and factors related to migration were compared. Economic factors were reported as the most important reasons for moving to urban areas. Persons migrating to urban areas and rural areas close to urban centers considered their move beneficial in most respects, while persons migrating to isolated rural areas considered themselves worse off with respect to education and health facilities at their new location. Sixty-seven percent of the urban respondents felt that people in rural areas were less intelligent than urban dwellers, and 80 percent felt that rural people had a lower moral character. Parents' aspirations for education and occupations for their children were much higher for the urban and near-urban rural groups than for the isolated rural group. (TL)

ED 032 989 RC 003 746

Galarza, Ernesto

Zoo-Rim [Fun at the Zoo].

Pub Date 68

Note—62p.

Available from—McNally & Loftin, Publishers, P. O. Box 1316, Santa Barbara, California 93102 (\$1.25).

Document Not Available from EDRS.

Descriptors—*Bilingual Education, Bilingual Students, *Childrens Books, Elementary School Students, *Foreign Language Books, *Language Instruction, Photographs, Second Language Learning, *Spanish, Spanish Speaking, Supplementary Reading Materials

This Spanish language picture and rhyme book about animals in the zoo was designed for Spanish-speaking students in grades 1 through 5. It is intended to meet the early reading needs of these students and to establish a foundation for the acquisition of reading skills. It may be used in compensatory education classes for Spanish-speaking students, as a supplementary reader in Spanish classes, or in mixed classes composed of bilingual and English-speaking students. The Spanish used in the book follows the best Mexican usage. A Spanish-English dictionary listing individual words and some phrases is included. Photographs of the animals are used throughout the text. (TL)

ED 032 990 RC 003 747

McDonald, Thomas F. Moody, Earl

The ABC Project. A Report on the Program for Migrant Child Education at Tolleson Elementary School.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.

Pub Date [69]

Note—40p.

EDRS Price MF-\$0.25 HC-\$2.10

Descriptors—Cultural Education, *Cultural Enrichment, Culturally Disadvantaged, *Curriculum Evaluation, English (Second Language), Evaluation Methods, Guidance Functions, Language Patterns, Mexican Americans, *Migrant Child Education, Oral Communication, *Oral English, Primary Grades, *Program Descriptions, School Health Services, Self Concept, Spanish Speaking, Ungraded Primary Programs

The basic objectives of the ABC Project, conducted at Tolleson Elementary School during the 1968-69 school year, were to give all disadvantaged migrant children the opportunity to develop a positive self image, build basic language communication patterns, and learn about their present environment in a natural and intellectually stimulating environment. The project attacked 4 areas of concern for migrant Mexican American children: (1) each child was provided a balanced lunch each day to aid nutritional deficiencies; (2) provisions were made for physical examinations and health care; (3) guidance functions included testing, placement, and referral; and (4) an integrated instruction program was

provided in experiencing, listening, speaking, reading and writing, and the social skills that underlie these activities. Students were grouped by age and reading levels into 4 groups. The evaluation indicated that there were significant differences in communication patterns and concept formations. (DK)

ED 032 991

RC 003 749

System Analysis, Program Development, and Cost-Effectiveness Modeling of Indian Education for the Bureau of Indian Affairs. Volume II, Educational Systems Analysis & Programs Development.

ABT Associates, Inc., Cambridge, Mass.
Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date [69]

Note—219p.

EDRS Price MF-\$1.00 HC-\$11.05

Descriptors—*American Indians, Economic Development, Economic Factors, *Educational Change, Educational Objectives, *Federal Government, *Organizational Change, Program Development, Social Change, *Systems Analysis, Teacher Alienation, Teacher Salaries, Teacher Selection

Identifiers—*Bureau of Indian Affairs

The general objective of the analysis of the Bureau of Indian Affairs (BIA) education system is the identification and definition of the principal problems in the system, so that programs to alleviate them may be planned, developed, tested, and implemented. This volume of the analysis presents a systems analysis of Indian education in the BIA schools. Objectives, methodology, and findings are presented relative to education and the interaction of economic factors and the community with education. Following the above presentation alternative plans and programs are presented relative to the findings of the analysis. The films "Problems of American Education" and "Alternatives for American Indian Education" were developed concurrent to and in conjunction with this document and were designed to give visual and auditory support to the findings of the study. Related documents are RC 003 750, RC 003 751, and RC 003 752. (DK)

ED 032 992

RC 003 750

System Analysis, Program Development, and Cost-Effectiveness Modeling of Indian Education for the Bureau of Indian Affairs. Volume III, Planning and Cost-Effectiveness Modeling for BIA Schools.

ABT Associates, Inc., Cambridge, Mass.
Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date [69]

Note—227p.

EDRS Price MF-\$1.00 HC Not Available from EDRS.

Descriptors—*Administrator Guides, *Computer Oriented Programs, *Cost Effectiveness, Data Collection, Economic Development, Educational Facilities, Educational Planning, Enrollment Projections, Equipment, *Models, Money Management, Personnel Needs, Population Trends, Program Development, *Systems Analysis

Identifiers—*Bureau of Indian Affairs

Nine models developed principally for use at the central level of the Bureau of Indian Affairs in evaluating the costs and cost-effectiveness of alternative policies and programs are described in this document. The 9 models are: (1) Population Projection Model, (2) Enrollment Projection Model, (3) Facilities Planning Model, (4) Economic Projection Model, (5) Facilities Location Model, (6) Personnel Projection Model, (7) Equipment Projection Model, (8) Finance Management Information System Model, and (9) School Investment Model. The function of the models is to assemble data in formats useful to planners. They are designed to be programmed on computers, and their descriptions are an aid for computer programmers. For each model descriptions include a discussion of model objectives, inputs, process, and output. Flow charts for the various models are also included. Related documents are RC 003 749, RC 003 751, and RC 003 752. [Not available in hard copy due to marginal legibility of original document.] (SW)

ED 032 993

RC 003 751

System Analysis, Program Development, and Cost-Effectiveness Modeling of Indian Education for

the Bureau of Indian Affairs. Volume IV, Internal School Models.

ABT Associates, Inc., Cambridge, Mass.

Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date [69]

Note—275p.

EDRS Price MF-\$1.25 HC-\$13.85

Descriptors—Academic Achievement, *Cost Effectiveness, Curriculum Evaluation, *Educational Change, Educational Objectives, Learning Processes, *Models, Program Development, *Systems Analysis, *Teacher Evaluation

Identifiers—*Bureau of Indian Affairs

Models for planned changes in schools are presented in this document and are aimed at increasing student achievement and satisfaction. Following a brief introduction which highlights a challenge for effective change and some suggested procedures for implementing the models, each model is presented in detail. The four models are: (1) The School Process Model, (2) The Teacher Evaluation Model, (3) The Curriculum Evaluation Model, and (4) The Instructional Process Model. The models are complete and show all phases and related materials for each. Included are flow charts within the models plus a chart showing the working relationship of the models to each other and their relationship to the entire elementary and secondary school program. Related documents are RC 003 749, RC 003 750, and RC 003 752. (DB)

ED 032 994

RC 003 752

System Analysis, Program Development, and Cost-Effectiveness Modeling of Indian Education for the Bureau of Indian Affairs. Volume V, Appendices.

ABT Associates, Inc., Cambridge, Mass.

Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date [69]

Note—251p.

EDRS Price MF-\$1.00 HC Not Available from EDRS.

Descriptors—*Bibliographic Citations, *Check Lists, Cost Effectiveness, Data Collection, Educational Games, *Guides, Interviews, Program Costs, *Program Descriptions, *Records (Forms)

Identifiers—*Bureau of Indian Affairs

Sample forms are presented for interview information obtained from teachers, administrators, students, guidance counselors, and dormitory staff personnel in Bureau of Indian Affairs schools, from parents of Indian students, and from community leaders. A classroom observation guide and checklists for dormitory and school facilities, curriculum and school services, and school atmosphere are included. Two educational planning games are presented which reflect teacher and student preferences and priorities. A section on program descriptions includes the problem which a program seeks to alleviate and the rationale for the program with specific information on pilot programs in operation. Management report forms, a cost-effectiveness model, and bibliographic citations are also included. Related documents are RC 003 749, RC 003 750, and RC 003 751. [Not available in hard copy due to marginal legibility of original document.] (JH)

ED 032 995

RC 003 754

Indian Education in Maine.

Maine State Dept. of Education, Augusta.

Pub Date Nov 69

Note—6p.

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—*American Indians, Educational Improvement, Federal Aid, Higher Education, *Program Descriptions, *Special Programs, State Legislation, *State Programs, *Student Enrollment, Teacher Characteristics

Identifiers—*Maine

The Maine Department of Education assumed the responsibility for the education of Indian children living on Indian reservations on July 1, 1966. This report provides information on the present status of the program. Information is provided on number of schools, school enrollment for the 1969-1970 school year, characteristics of the teaching staff, educational improvements over the past 3 years, special programs in operation, legislation effecting the financial program, and higher education opportunities for Indian students. (SW)

ED 032 996

RE 001 813

Reading Instruction in New England's Public Schools.

New England Educational Assessment Project.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Feb 69

Note—30p.

EDRS Price MF-\$0.25 HC-\$1.60

Descriptors—*Elementary Schools, Questionnaires, Reading Consultants, *Reading Instruction, Reading Materials, *Reading Programs, *Secondary Schools, *Surveys, Teachers

An assessment (funded by ESEA/Title V) was made of the reading programs, practices, and personnel in the New England public schools. The data derived from questionnaire responses are given in three survey sections: elementary, secondary, and consultant/supervisor. A discussion of the responses of elementary school principals; kindergarten, first-, fourth-, seventh-, and tenth-grade teachers; and consultant/supervisors is included. Every item of the survey and the corresponding responses are presented in a 43-page appendix to facilitate indepth examination. Tables and charts are included. (RT)

ED 032 997

RE 001 828

Courtney, Leonard

Meeting Special Reading Needs in the Content Area Classroom.

Pub Date 29 Apr 69

Note—13p.; Paper presented at the International Reading Association conference, Kansas City, Mo., Apr. 30-May 3, 1969.

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—*Classroom Techniques, *Content Reading, Intermediate Grades, Question Answer Interviews, Reading Consultants, Reading Difficulty, Secondary School Teachers

Problems of teaching reading in content areas were investigated through interviews with reading teachers, content area teachers, and reading coordinators. Teachers were asked to react to a description of a hypothetical reading problem. Study of interview data showed that reading teachers generally were negative about the degree of concern for reading evidenced by content area teachers and that content area teachers who were successful were concerned about the reading needs of their students and were endeavoring to deal with them. Conclusions from the interview study do not support those of earlier studies. According to interview results there do not seem to be unidentified reading problems in secondary content areas, nor does there seem to be a reaching out of reading teachers to content area teachers. It is suggested that the work which needs to be done is to bring these teachers together, since success depends on their cooperation. (MD)

ED 032 998

RE 001 843

Greathouse, Larry J.

Oral Language and Aural Associative Learning of Third and Fifth Grade Pupils.

Pub Date May 69

Note—10p.; Paper presented at the International Reading Association conference, Kansas City, Mo., Apr. 30-May 3, 1969.

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—Bilingual Students, Grade 3, Grade 5, *Language Development, *Oral Expression, *Paired Associate Learning, Sentence Structure, Spanish Speaking, *Verbal Ability

Measures of oral language, verbal associative learning, and nonverbal IQ were collected from a mixed unilingual and bilingual random sample of 66 third- and fifth-grade pupils in Las Cruces, New Mexico. Correlational techniques were employed to determine whether, and to what extent, relationships existed between verbal associative learning skill and several measures of oral language. The Cattell Culture Fair Intelligence Test and the Verbal Paired-Associates Test were administered. At both grade levels significant zero order correlations were found between the associative learning measure and the following language measures: mean length of response, mean of the five longest responses, standard deviation of response length, number of different words, and structural complexity score. Standard deviation of response length, the language measure most highly correlated with associative learning, was also significantly correlated with the IQ measure; however, these two measures correlated sig-

nificantly when IQ was held constant. It was concluded that there is a relationship between oral language development and verbal associative learning. Tables and references are included. (Author/CM)

ED 032 999

RE 001 874

Schwartz, Lisa Linzer

Survey of Certification Requirements for Teachers of Children with Learning Disabilities.

Pub Date Mar 69

Note—49p.; Paper presented at the conference of the Association for Children with Learning Disabilities, Fort Worth, Tex., Mar. 6-8, 1969.

EDRS Price MF-\$0.25 HC-\$2.55

Descriptors—Handicapped Students, *Learning Disabilities, *Special Education, *Special Education Teachers, *State Surveys, *Teacher Certification, Teacher Education, Universities

The results of a survey of certification requirements for teachers of children with learning disabilities is reported in two parts: (1) responses from 45 state and 9 provincial departments of public instruction in the United States and Canada and (2) responses from 26 colleges and universities. The states are listed alphabetically, and information is summarized and, when appropriate, is directly quoted along with the responding source. The programs for children with learning disabilities, which varied greatly from state to state, are classified under a variety of categories in the different states, including learning disabilities, mentally retarded, emotionally disturbed/socially maladjusted, orthopedically handicapped, multiple disabilities/otherwise handicapped, and speech pathology/deaf. Of the 55 states and provinces responding, 34 states (62 percent) reported certification or endorsement requirements in the above areas. From the state surveys, requests for course descriptions were made to those colleges and universities mentioned, and their programs are summarized alphabetically according to college within the state. (CM)

ED 033 000

RE 001 877

Stanchfield, Jo M.

Differences in Learning Patterns of Boys and Girls.

Pub Date May 69

Note—16p.; Paper presented at the International Reading Association conference, Kansas City, Mo., Apr. 30-May 3, 1969.

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—*Beginning Reading, Grade 1, *Grouping (Instructional Purposes), *Learning Characteristics, Learning Motivation, Reading Ability, Reading Achievement, Reading Development, Reading Interests, *Reading Materials, Reading Readiness, *Sex Differences

A 6-year research project which investigated sex differences in beginning reading in the Los Angeles City Schools is reported. In 1962-63 approximately 550 first-grade children were taught reading in sex-segregated groups. It was found that boys grouped together did not gain significantly more than those in heterogeneous sex groups and that girls' overall achievement was significantly better than boys'. Teachers observed the following eight basic areas of differences in the learning patterns of boys and girls: personality style, activity levels, verbal facility, auditory discrimination, listening skills, attention span, goals and motivations, and interests. In 1963-64 and 1964-65, an experimental reader written to capture boys' interests was compared with the state adopted basal series as to the effects on boys' reading achievement; significant differences favored the experimental group. During 1965-67 a set of basal readers for grades 1 through 3 containing adventurous stories geared to the interests of boys was developed and tested with significant results. Materials for reading readiness and basal readers for grades 4 through 6 are currently being developed and tested. References are included. (CM)

ED 033 001

RE 001 959

Mallory, Elizabeth

The PTA and Reading Instruction.

Pub Date May 69

Note—8p.; Paper presented at the International Reading Association conference, Kansas City, Mo., Apr. 30-May 3, 1969.

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—Censorship, *Parent Associations, Parent Participation, *Parent School Relation-

ship, *Reading Instruction, Teaching Methods, Textbook Standards

The position of the PTA on issues relating to reading instruction is stated. Support for good literature is emphasized, and the topic of censorship is discussed. The methods of teaching reading are seen to involve teachers and other reading professionals, but the right to expect sound reading instruction is viewed as a basic right of the parents. The PTA's responsibility of bringing to its members accurate information about the various approaches to reading instruction is pointed out. The role of the parents and their influence on their children's reading is emphasized. Continued PTA support of school and public libraries is declared, and its advocacy of book fairs is stated. The misuse of beginning readers is noted, and the right of expression in regards to quality of textbooks is clearly stated. (RT)

ED 033 002

RE 001 961

O'Donnell, Patrick A.

Project Methodology.

Pub Date Mar 69

Note—15p.; Paper presented at the conference of the Association for Children with Learning Disabilities, Fort Worth, Tex., Mar. 6-8, 1969.

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—*Academically Handicapped, *Educational Programs, Evaluation Criteria, *Inservice Teacher Education, *Learning Disabilities, Planning, *Teaching Methods, Teaching Techniques

A project designed to prepare both special and regular classroom teachers for dealing effectively with the needs of educationally handicapped children is discussed. A multidisciplinary team was brought into a school for 1 month to provide teachers with training and guidance in effective teaching methods and techniques for meeting the problems in their setting. The project provided a laboratory setting where teachers, interns, and trainees could obtain realistic experience with learning problems. The planning, operation, and evaluation of the project are discussed. Criteria for evaluation included (1) the degree to which the rate and quality of pupil learning was modified and (2) the degree to which teachers exhibited changed instructional behavior in the classroom. Emphasis was placed on the most effective utilization of all learning resources. (RT)

ED 033 003

RE 001 963

Pool, Lydia B.

PROGRESS 13 In Action.

Pub Date 2 May 69

Note—12p.; Paper presented at the International Reading Association conference, Kansas City, Mo., Apr. 30-May 3, 1969.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—*Corrective Reading, Inservice Teacher Education, Intermediate Grades, Reading Diagnosis, Reading Difficulty, *Reading Programs, Remedial Reading, Rural School Systems

A description of an ESEA/Title III reading improvement project serving 10 rural school systems in central Georgia is presented. Four stages of development are discussed: inquiry, invention, demonstration, and adaptation. Inquiry involved determining the extent of reading disability among children in grades 4 through 7. Consultants conducted workshops and provided guidance in the establishment of a comprehensive, flexible, and individualistic reading program. Diagnostic testing and remedial and corrective instruction were demonstrated. Five staff members from the project returned to the classroom, adapting the corrective program to the regular school program. Evaluation of the project has revealed significant changes in the behavior of teachers and other school personnel. (RT)

ED 033 004

RE 001 966

Wylie, Richard E.

Associated Factors of Word Element Perception As They Relate to Success in Beginning Reading.

Pub Date 2 May 69

Note—8p.; Paper presented at the International Reading Association conference, Kansas City, Mo., Apr. 30-May 3, 1969.

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—*Alphabets, *Beginning Reading, Phonemes, *Phonics, Reading Readiness, Sight Vocabulary

Three hundred children from two metropolitan areas were studied for 1 year to determine (1) the relationship between letter-name knowledge and reading success, (2) the relationship between letter-name learning and phonic learning, and (3) the ease and efficiency of vowel identification. The study concluded that the sooner a child learns the letter names the greater his achievement in reading. Letter-name knowledge carries over to the learning of letter sounds, and short vowels in isolation are 1.7 times harder to identify than short vowels in phonograms. Implications of the study are discussed. The learning of letter names is seen as the background for phonics and as an important element in the accurate perception of word structure and the building of a large sight vocabulary. Systematic learning of phoneme identification in spoken words is viewed as essential to successful learning in beginning reading. (RT)

ED 033 005

RE 002 030

Neill, George

The Reading Debate—Which Method Works Best? This is Teaching Series.

National School Public Relations Association, Washington, D.C.

Pub Date 69

Note—6p.

Available from—National School Public Relations Association, National Education Association, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (\$0.25)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Beginning Reading, Experience Charts, Initial Teaching Alphabet, *Methods, Phonics, *Research Reviews (Publications), Teaching Methods

The varied results of three beginning reading research studies are presented. Methods of teaching beginning reading, including i/t/a, whole word approach, and code emphasis, are briefly discussed. A research project that supports evidence against claims of a "single solution" to beginning reading is discussed, and a list of practical suggestions for administrators is presented. References are included. (RT)

ED 033 006

RE 002 031

Research Abstracts. Volume 9, 1967.

Cardinal Stritch Coll., Milwaukee, Wis.

Pub Date 67

Note—94p.

EDRS Price MF-\$0.50 HC-\$4.80

Descriptors—*Abstracts, Elementary Grades, Methods, Perceptual Motor Learning, Reading Programs, *Reading Research, Reading Skills, Retarded Children, Secondary Grades, Teacher Education

Twenty-eight abstracts of these research studies in the area of reading conducted between 1957 and 1967 at Cardinal Stritch College, Milwaukee, Wisconsin, are presented. The studies include research at both the elementary and secondary levels involving methods, materials, reading skills, attitudes, and total programs. Research studies on perceptual-motor development, teacher training, and retarded children are also included. A subject index is provided. (RT)

ED 033 007

RE 002 034

Carton, Aaron S.

Linguistics and Reading Instruction; Research Issues: 1968.

Pub Date Apr 68

Note—31p.; Paper presented at the International Reading Association conference, Boston, Mass., Apr. 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$1.65

Descriptors—Dialects, Grammar, *Linguistics, Phonology, Phrase Structure, *Reading Instruction, Reading Research, Semantics

Linguistic research at phonological and higher levels is reviewed. At the phonological level controversy centers around the phenomena of linguistic development, including reading, spelling, and pronounceability, and is accompanied by suggestions of how to help a learner cope with these phenomena. At the higher levels of apparent and underlying phrase structure and the semantic structure which goes with them, controversy occurs in such areas as grammaticality and dialectal differences. Implications of the research are that reading teachers must understand a complex set of linguistic principles, must be able to recognize those instances in which each principle is ap-

pliable, and must be able to apply appropriate instructional procedures in proper instances. A bibliography is included. (MD)

ED 033 008

RE 002 037

Gates, Arthur I.

Teaching Reading Tomorrow.

Pub Date 2 May 69

Note—12p.; Paper presented at the International Reading Association conference, Kansas City, Mo., Apr. 30-May 3, 1969.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—Early Reading, Experimental Teaching, Individualized Instruction, *Mechanical Teaching Aids, *Reading Instruction, Reading Material Selection

Problems which will fact reading teachers in the future are discussed, and innovative possibilities are described. The following conclusions are reached. Varying environments create greater differences in children than existed previously, making individualized instruction necessary. Technological progress has opened new fields to education which should be explored. Early observation and inventory of children's abilities can lead to formal instruction at early ages, provided such instruction involves new ideas and methods. The many unsolved problems of the past and of the present may be resolved through greater attention to the study of cognitive processes, differences in environment, and teacher ideas for influencing development of students. It is increasingly important to be bold in proposing new educational plans and new research. (MD)

ED 033 009

RE 002 038

Hendryson, Irvin E., Mrs.

Questions Parents Ask.

Pub Date Apr 69

Note—9p.; Paper presented at the International Reading Association conference, Kansas City, Mo., Apr. 30-May 3, 1969.

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—Dyslexia, Mass Media, *Methods, *Parent Attitudes, Parent Teacher Cooperation, *Reading Instruction, Speed Reading

Basic questions from a layman's viewpoint about the teaching of reading and other related issues are discussed. The questionable effects of the mass media on parental attitudes toward and awareness of reading issues is pointed out, and the need for professional communication on these issues is emphasized. Topics such as methods of teaching reading, dyslexia, and speed reading are briefly discussed. Emphasis is placed on parent-teacher communication and cooperation, on the provision of good books, and on the best possible methods for teaching children to read those books. (RT)

ED 033 010

RE 002 039

Howards, Melvin

Critical Reading: Secondary Level.

Pub Date 1 May 69

Note—10p.; Paper presented at the International Reading Association conference, Kansas City, Mo., Apr. 30-May 3, 1969.

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—Classroom Environment, *Critical Reading, Critical Thinking, Experience, *Secondary Schools, Sensory Integration

Critical reading is viewed as requiring total involvement of the reader, and the classroom alive with questions, energy, and feelings is seen to facilitate such involvement. Critical reading involves looking at the world and its relationships of persons, places, things, and feelings. Teaching and encouraging environmental involvement from the first grade is emphasized. Additional emphasis is placed on experiences requiring a variety of human skills and sensitivity to seeking new relationships among objects and people. This sensitivity to new relationships along with the traditional critical reading skills should result in more effective reading. (RT)

ED 033 011

RE 002 040

Hunt, Lyman C.

Learning to Read: The Great Debate. EKNE Research Review.

Elementary, Kindergarten and Nursery Education, Washington, D.C.

Pub Date [69]

Note—6p.

Available from—Department of Elementary-Kindergarten-Nursery Education, National Education Association, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (\$0.20)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Beginning Reading, Content Analysis, Methodology, Pacing, Reading Research, *Research Reviews (Publications), Teacher Qualifications

A review of Jeanne Chall's book "Learning to Read: The Great Debate" is presented. A summary of the book's research and a reaction to its content are offered. The following four elements considered important to effective reading instruction are listed: (1) teacher competence, (2) pacing, (3) method, and (4) content (motivation). The manner in which the book treats these four elements is examined. Dr. Chall's emphasis on methodology is questioned, and the need for emphasis on the whole learning environment and the teachers' role in beginning reading instruction is pointed out. (RT)

ED 033 012

RE 002 042

Jansen, Mogens

Danske læsebøger 1-7. skoleår. I. del, Registrering og analyse. (Danish Textbooks for Grades 1-7. Volume 1, Registration and Analysis.)

Danmarks Paedagogiske Inst., Copenhagen.

Pub Date 69

Note—299p.

EDRS Price MF-\$1.25 HC-\$15.05

Descriptors—Classification, Foreign Countries, Language Instruction, *Textbook Content, *Textbook Evaluation

An analysis of available primers and textbooks used for the teaching of Danish in grades 1 through 7 is presented. Topics such as the criteria used to group the texts, the authors who are represented, and the histories of some of the texts are discussed in 18 chapters. An attempt is made to classify contents according to genres, and a register of all texts is given. A bibliography is included. (RT)

ED 033 013

RE 002 043

Jansen, Mogens

Danske læsebøger 1-7. skoleår. II. del, Forfatter og titelregister. (Danish Textbooks for Grade 1-7. Volume 2, Author and Title Index.)

Danmarks Paedagogiske Inst., Copenhagen.

Pub Date 69

Note—130p.

EDRS Price MF-\$0.75 HC-\$6.70

Descriptors—Foreign Countries, *Indexes (Locators), *Reading Instruction, *Textbooks

This index of the authors and titles found in all Danish readers for grades 1 through 7 is arranged alphabetically first according to author and then according to title. (RT)

ED 033 014

RE 002 044

Malmquist, Eve

Diagnostic and Predictive Measures in the Teaching of Reading in Sweden.

Pub Date May 69

Note—15p.; Paper presented at the International Reading Association conference, Kansas City, Mo., Apr. 30-May 3, 1969.

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—*Beginning Reading, Longitudinal Studies, Observation, *Predictive Ability (Testing), Primary Education, *Reading Diagnosis, Reading Instruction, *Reading Readiness, Reading Readiness Tests, Reading Research, Remedial Reading Programs

Swedish children, who receive extensive readiness activities in their first months in school, are taught through a diagnostic approach which involves observation, diagnosis, and treatment of difficulty by the classroom teacher. Results of a 6-year longitudinal study of the system revealed (1) the degree of success achieved by a program of remedial instruction coupled with the regular curriculum and (2) the reliability of reading readiness test batteries and perception tests for measuring reading readiness. Classes were divided into experimental and control groups, with the experimental groups receiving remedial instruction from a special teacher. The differences between the two groups were studied by, among other methods, analysis of covariance. Subtest scores of readiness tests were found to be significant contributors to analysis of readiness. The readiness variable was found to have the highest prognostic value of all measures considered. And the combination of early diagnosis and remedial instruction was found to have a positive effect on the children involved. Tables of results and explanations of their meanings are included. (MD)

ED 033 015

RE 002 045

Mickelson, Norma I.

Meaningfulness: A Critical Variable in Children's Verbal Learning.

Pub Date 1 May 69

Note—8p.; Paper presented at the International Reading Association conference, Kansas City, Mo., Apr. 30-May 3, 1969.

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—Basic Reading, Curriculum, Disadvantaged Youth, Elementary School Students, *Reading Research, *Teaching Methods, *Verbal Ability, *Verbal Learning

Research into the effectiveness of various approaches to reading instruction, while it has dealt with several which are promising, has been unsuccessful in establishing any one as superior. Therefore, one especially important aspect of future research should be an examination of meaningfulness and its effect on children's verbal learning. This might consider curriculum, instructional methods, and content of reading material. A study is reported which showed a significantly greater recall of high-meaningful vocabulary than of low. It is suggested that other studies might focus on meaningfulness of longer passages. This would give implications which would establish relationships between meaningfulness and achievement in beginning reading and in the reading of disadvantaged children. (MD)

ED 033 016

RE 002 046

Thomas, Ellen Lamar

The Role of the Reading Consultant.

Pub Date May 69

Note—19p.; Paper presented at the International Reading Association conference, Kansas City, Mo., Apr. 30-May 3, 1969.

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors—Classroom Techniques, High School Students, Inservice Programs, *Reading Consultants, *Reading Instruction, Reading Material Selection, Reading Programs, *Secondary School Teachers

A number of ways that a reading consultant can assist teachers and students are enumerated in order to define the role of the reading consultant at the University of Chicago Laboratory High School. Here the reading consultant prepares score cards and charts for teacher and librarian reference in checking individual or group abilities, works with librarians to ascertain reading levels of books, seeks out teachers' problems and prepares kits of materials designed to help solve them, conducts inservice sessions and interviews teachers to find ideas for to find ideas for use in classrooms, publishes articles with teachers dealing with successful classroom techniques, and offers a reading resource center to the entire school. References are included. (MD)

ED 033 017

RE 002 047

Westerman, Gayl Shaw

Teaching Techniques in Remedial-Diagnosis.

Pub Date Mar 69

Note—14p.; Paper presented at the conference of the Association of Children with Learning Disabilities, Fort Worth, Tex., Mar. 6-8, 1969.

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—Elementary School Students, *Elementary School Teachers, Inservice Education, *Mobile Educational Services, *Reading Diagnosis, Reading Materials, *Remedial Reading Clinics, Remedial Teachers

Classroom teachers often do not get needed information from clinic case reports on children, and children often continue to fail in classroom settings even after individualized remedial instruction. Therefore, to complement existing clinic facilities, the CHILD Center, Kentfield, California, has included in its regular teaching program a remedial-diagnosis mobile unit. The unit visits elementary schools on a monthly basis, providing teachers with opportunities to become acquainted with diagnostic instruments and to practice using remedial techniques. One teacher and one child, chosen from this teacher's class, work together in the mobile unit on a daily basis. The teacher acts as diagnostician and as remedial teacher; the child, as a "teacher's teacher." At the end of the month the two are able to continue their working relationship into the classroom. Descriptions of children's reading difficulties and sample programs designed to reduce them are included. (MD)

ED 033 018 24 RE 002 287

Boos, Robert W. Hillerich, Robert L.
A Study of the Possible Distinction Between "Controlling Eye" and "Dominant Eye" and the Effect of Both, with Hand Dominance, on Reading Achievement.

Community Consolidated School District 34, Glenview, Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-7-E-046

Pub Date Nov 67

Grant—OEG-3-7-700046-2896

Note—61p.

EDRS Price MF-\$0.50 HC-\$3.15

Descriptors—*Eye Hand Coordination, Grade 7, Grade 8, *Lateral Dominance, Longitudinal Studies, Perceptual Motor Coordination, *Reading Achievement, Reading Difficulty, Reading Research

This longitudinal study was a replication of two disparate studies, one of dominance and one of control, which had as subjects 277 seventh- and eighth-grade pupils remaining from an original dominance study of over 500. Eye dominance was determined through hole-in-paper and V-scope; eye control at near and far point, through the telebinocular; hand dominance, through tapping, connecting dots, and a variety of performed acts; reading achievement, through the California Achievement Test; and reading differential, through a formula utilizing IQ's from the California Test of Mental Maturity. While controlling eye and dominant eye were found to be unrelated to each other, no significant difference was observed in reading achievement or reading differential regardless of the dominance or control characteristics of the subjects. A strong tendency was observed for subjects to exhibit more mixed dominance at eighth grade than they had at grade 2. Finally, observing no significant difference in dominance patterns of male as compared with female subjects, the authors concluded that neither dominance nor control was a significant factor in the reading achievement of the subjects studied. A bibliography and tables are included. (Author/CM)

ED 033 019 24 RE 002 288

Schaeffer, Leonard Schaeffer, Joan
A Secondary Remedial Reading Program Based on Principles of Reinforcement Theory.

Fremont Unified School District, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-I-127

Pub Date Jun 69

Grant—OEG-9-9-140127-0004-057

Note—24p.

EDRS Price MF-\$0.25 HC-\$1.30

Descriptors—Operant Conditioning, Reading Comprehension, *Remedial Reading Programs, Retarded Speech Development, *Secondary Education, Verbal Development, *Verbal Operant Conditioning, *Vocabulary Development, *Word Recognition

A program for secondary remedial reading instruction was developed to use operant conditioning techniques with the following major objectives: (1) to train the student to decode words systematically, (2) to develop the student's verbal repertoire, (3) to improve reading comprehension, and (4) to shape scholarly attitudes and behavior. Pupils were placed in one of two sections according to word attack proficiency and were given instruction for 5 hours per week in the reading lab. The laboratory instruction included verbal training sessions, guided comprehension practice, vocabulary emission taped sessions and written sessions, and recreational reading. The effects of this program on 50 freshmen and sophomore high school students were compared with a matched control group. Pretest and post-test scores on the Gates McGinitie Comprehension Test and the California Phonics Test showed that while both experimental and control groups made significant pre to post mean gains, the experimental group mean scores exceeded the mean scores of the control group on both tests. Tables and references are included. (CM)

ED 033 020 24 RE 002 289

Ozmon, Howard A., Jr. Johnson, Joseph C., II
Value Implications in Children's Reading Material.

Virginia Univ., Charlottesville.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-6-8378

Pub Date Sep 67

Grant—OEG-2-6-668378-0209

Note—84p.

EDRS Price MF-\$0.50 HC-\$4.30

Descriptors—Basic Reading, *Educational Philosophy, Instructional Materials, Progressive Education, *Reading Materials, Textbook Content, *Values

An investigation was made of the values found in children's basal readers from grades 1 through 3. These values were then each classified by student and professor judges in terms of a particular philosophy of education, either Perennialism, Essentialism, Progressivism, Reconstructionism, or Existentialism. A factor analysis was also undertaken in order to identify specific behavioral modes as indicated by a mathematical grouping of the identified values. Over one-third of the values found in children's readers were classified as Progressive in nature, and approximately one-fourth as Existential in nature. The remaining values were distributed rather evenly among the remaining philosophies of Perennialism, Essentialism, and Reconstructionism. Tables and references are included. (Author/CM)

ED 033 021 SE 004 530

The Second Ann Arbor Conference on Curricula for Undergraduate Majors in Physics
(November 12, 13 and 14, 1962).

Commission on Coll. Physics, Ann Arbor, Mich.

Pub Date Aug 67

Note—47p.

EDRS Price MF-\$0.25 HC-\$2.45

Descriptors—*College Science, Conference Reports, Curriculum, *Curriculum Development, Educational Objectives, *Physics, Undergraduate Study

Identifiers—Commission on College Physics, National Science Foundation
Proceedings of the third conference of the Commission on College Physics are reported. Its main concern was to consolidate the work of earlier conferences: (1) the Denver Conference, dealing with the curricula of colleges which did not offer the Ph.D. in physics, and (2) the First Ann Arbor Conference, dealing with curricular matters of schools that did offer the Ph.D. in physics. This conference drew its participants from those who had attended the two earlier ones. Part A reports the topics which were discussed, and Part B gives recommendations. Two programs were recommended—(1) the R (research) Curriculum to serve those intending to continue graduate work in physics, and those to work in industry and government as junior physicists and (2) Curriculum S, emphasizing interrelationship of physics with other disciplines intended to serve secondary school teachers, students in other major areas, and those wishing general cultural education with a physics emphasis. (DH)

ED 033 022 SE 006 883

Goodman, A. F. Blischke, W. R.
Probability and Statistics: A Prelude.

McDonnell Douglas Astronautics Co., Huntington Beach, Calif. Western Div.

Pub Date May 68

Note—39p.

EDRS Price MF-\$0.25 HC-\$2.05

Descriptors—Inservice Teacher Education, *Instructional Materials, *Probability Theory, *Secondary School Mathematics, *Statistics, Teacher Education

Probability and statistics have become indispensable to scientific, technical, and management progress. They serve as essential dialects of mathematics, the classical language of science, and as instruments necessary for intelligent generation and analysis of information. A prelude to probability and statistics is presented by examination of the important concepts that form their foundation. The brief written discussion of these concepts in outline form is augmented by examples and a bibliography. The outline forms the basis for both a series of lectures to eleventh grade students in a Mathematics Summer Honors Program, and a series of lectures to secondary mathematics teachers in a workshop on probability and statistics. (RP)

ED 033 023 SE 006 886

An Experimental Text in Transformational Geometry; Teachers' Guide; Cambridge Conference on School Mathematics Feasibility Study No. 43b.

Cambridge Conference on School Mathematics, Newton, Mass.

Pub Date [69]

Note—64p.

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—*Elementary School Mathematics, Geometric Concepts, *Geometry, *Instructional Materials, *Mathematics, Secondary School Mathematics, *Teaching Guides
Identifiers—Cambridge Conference on School Mathematics

This teachers' guide was written to be used in conjunction with the student text, An Experimental Text in Transformational Geometry. The guide is intended to help teachers who have responsibility for teaching the topics Motions and Transformations in the Plane. Each section commences with a general discussion concerning the major ideas which are to be developed and understood by the students. In addition, situations and statements which could be difficult for students are identified. Finally, answers to questions and problems presented in the students' text are provided. [Not available in hard copy due to marginal legibility of original document]. (RP)

ED 033 024 SE 007 069

Malinen, Paavo
The Learning of Elementary Algebra; An Empirical Investigation of the Results of Learning in a Simplified School Learning System.

Helsinki Univ., (Finland). Inst. of Education.

Report No.—N-25

Pub Date Jan 69

Note—85p.

EDRS Price MF-\$0.50 HC-\$4.35

Descriptors—*Achievement, *Algebra, *Learning, Prediction, *Secondary School Mathematics, Student Attitudes
Identifiers—Finland, Helsinki

This investigation was made in a secondary school where the learning of algebra was studied during three years (Grades 7-9). There were 119 pupils divided into two experimental groups each of which had a different course in algebra. The content of these courses was measured by the number of written exercises. Many ability tests and attitude ratings were presented to the pupils. Then, essential differences between pupils were extracted by using several multivariate methods. As a result, the following intervening variables for information processing were formed - Reasoning Ability, Numerical Ability, Attitude to Algebra, Simple Algebra were the most important variables when predicting school success in Algebra. Many differences between groups are stated in learning results. Differences between weak and bright pupils are presented. (RP)

ED 033 025 SE 007 158

Titiev, Robert Jay
Some Model-Theoretic Results in Measurement Theory.

Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.

Report No.—TR-146

Pub Date May 69

Note—71p.; Technical Report No. 146 Psychology Series

EDRS Price MF-\$0.50 HC-\$3.65

Descriptors—Mathematical Applications, *Mathematical Concepts, *Mathematical Models, *Measurement

The major results of this dissertation are theorems to the effect that certain classes of relational structures are not axiomatizable by universal sentences. Some of the particular classes considered are theories of measurement in the sense of the Scott-Suppes definition while others are theories of measurement according to a natural generalization of the above definition. Part of the significance of the results is that they are closely related to problems of proving representation theorems in measurement theory. Ideally, one would like to have a finite list of universal axioms which are both necessary and sufficient for guaranteeing the particular representation in which one is interested. The results of this technical report show that in many cases we are forced to settle for more modest achievements. Some intuitive statements of results whose precise formulations appear in the thesis are presented on (1) Additive Conjoint Measurement, (2) First-Order Segment of Decision Theory, (3) Difference Systems of Measurement, and (4) Multidimensional Scaling. (RP)

ED 033 026

SE 007 201

McLane, Lyn
Probability Lessons at Hancock School, Lexington;
Cambridge Conference on School Mathematics
Feasibility Study No. 41.
Cambridge Conference on School Mathematics,
Newton, Mass.
Pub Date [69]
Note—74p.

EDRS Price MF-\$0.50 HC Not Available from
EDRS.

Descriptors—Arithmetic, *Elementary School
Mathematics, Grade 4, Grade 5, Grade 6, *In-
struction, Instructional Materials, *Probability,
Resource Materials
Identifiers—Cambridge Conference on School
Mathematics, Massachusetts

These materials were written with the aim of
reflecting the thinking of Cambridge Conference
on School Mathematics (CCSM) regarding the
goals and objectives for school mathematics.
Presented are plans for teaching 23 probability
lessons in the elementary grades at Hancock
School, Lexington, Massachusetts. The discovery
approach was utilized by the teacher to involve
students in the classroom discussions. Tossing a
coin, rolling a die, tossing a thumbtack, and
graphing are mediums used in the classroom by
students before responding to questions presented
by the teacher. The lesson plan for each day is
listed. Transcripts of teacher and student state-
ments are included for several lessons. [Not
available in hard copy due to marginal legibility
of original document]. (RP)

ED 033 027

SE 007 202

Fitzgerald, B.
Inequality Lessons at Adams School, Lexington;
Cambridge Conference on School Mathematics
Feasibility Study No. 42.

Cambridge Conference on School Mathematics,
Newton, Mass.
Pub Date [69]
Note—69p.

EDRS Price MF-\$0.50 HC Not Available from
EDRS.

Descriptors—Arithmetic, *Curriculum Develop-
ment, *Elementary School Mathematics, Grade
1, *Instruction, Mathematical Concepts
Identifiers—Adams School, Lexington, Mas-
sachusetts

These materials were written with the aim of
reflecting the thinking of The Cambridge Con-
ference on School Mathematics (CCSM) regard-
ing the goals and objectives for school mathe-
matics. Presented are plans for teaching 15 in-
equality lessons for above average first grade stu-
dents. The discovery approach is utilized by the
teacher in order to involve students in the class-
room discussions. Ten wooden sticks of varying
lengths and thicknesses were available for these
inequality lessons and they were used by both
teachers and students in experimental situations.
Activities and comments by the teacher and the
students are provided for each lesson. [Not
available in hard copy due to marginal legibility
of original document]. (RP)

ED 033 028

SE 007 203

McLane, Lyn
Symmetry Motion Classes; Cambridge Conference
on School Mathematics Feasibility Study No. 40.
Cambridge Conference on School Mathematics,
Newton, Mass.

Pub Date [69]
Note—28p.

EDRS Price MF-\$0.25 HC Not Available from
EDRS.

Descriptors—Arithmetic, Curriculum Develop-
ment, *Elementary School Mathematics,
*Geometric Concepts, Instruction, *Instruc-
tional Materials, *Symmetry

These materials were written with the aim of
reflecting the thinking of The Cambridge Con-
ference on School Mathematics (CCSM) regard-
ing the goals and objectives for school mathe-
matics. This document details the planning and
response for each of ten lessons involving sym-
metry motions. The problems focused on (1)
combining motions in a given order, and (2) find-
ing the axis of symmetry for the triangle, rectan-
gle, square, and octagon. Comments on the sym-
metry motion sessions follow at the end of the
notes. [Not available in hard copy due to mar-
ginal legibility of original document]. (RP)

ED 033 029

SE 007 204

Stolzenberg, Gabriel
Geometry Report; Cambridge Conference on
School Mathematics Feasibility Study No. 39.
Cambridge Conference on School Mathematics,
Newton, Mass.

Pub Date [69]
Note—52p.

EDRS Price MF-\$0.25 HC Not Available from
EDRS.

Descriptors—Arithmetic, *Elementary School
Mathematics, *Geometric Concepts, Grade 7,
*Instruction, *Number Concepts, *Secondary
School Mathematics

Identifiers—Cambridge Conference on School
Mathematics, Massachusetts

These materials were written with the aim of
reflecting the thinking of the Cambridge Con-
ference on School Mathematics (CCSM) regard-
ing the goals and objectives for school mathe-
matics. This report deals with some seventh grade
mathematical concepts taught at Cambridge
Friends' School. The discovery approach was uti-
lized by the teacher in order to involve students in
the classroom discussions. The problematic areas
which are dealt with in this report focus on (1)
geometry as physics versus geometry as mathe-
matics, (2) proofs and mathematical reasoning,
(3) area, and (4) infinite process (approxima-
tions). Instructional procedures are described and
student reactions to various procedures and ac-
tivities are listed. [Not available in hard copy due
to marginal legibility of original document]. (RP)

ED 033 030

SE 007 205

Provisional Approaches to Goals for School
Mathematics; Cambridge Conference on School
Mathematics Feasibility Study No. 37.

Cambridge Conference on School Mathematics,
Newton, Mass.

Pub Date [69]
Note—172p.

EDRS Price MF-\$0.75 HC Not Available from
EDRS.

Descriptors—Calculus, *Curriculum Develop-
ment, *Elementary School Mathematics,
*Geometry, Graphs, Mathematical Applica-
tions, Measurement, Probability, Secondary
School Mathematics

These materials were written with the aim of
reflecting the thinking of Cambridge Conference
on School Mathematics (CCSM) regarding the
goals and objectives for school mathematics K-6.
In view of the experiences of other curriculum
groups and of the general discussions since 1963,
the present report initiates the next step in evol-
ving the "Goals". Three areas considered in this
report are geometry, functions in preparation for
calculus, and applications. Two working papers
are presented on applications - probability and
mechanics and slopes. One working paper on cir-
cular functions is included. Fifteen working
papers are presented involving geometry and
geometrical concepts. The papers on geometry
include examination and description of common
objects; playing with figures, blocks, and tes-
sellations; constructions; graphs and polygons;
tessellations; dissection of figures; order; mea-
surement; similarity and map making; symmetry,
congruence, and rigid motion; transformation
groups; rotations and matrices; iterated reflec-
tions in mirrors; knots; and spheres, cylinders,
and torus. [Not available in hard copy due to
marginal legibility of original document]. (RP)

ED 033 031

SE 007 207

Averages, Areas and Volumes; Cambridge Con-
ference on School Mathematics Feasibility Study
No. 45.

Cambridge Conference on School Mathematics,
Newton, Mass.

Pub Date [69]
Note—32p.

EDRS Price MF-\$0.25 HC Not Available from
EDRS.

Descriptors—*Calculus, Elementary School
Mathematics, *Geometry, *Instructional
Materials, Mathematical Concepts, *Secondary
School Mathematics

Presented is an elementary approach to areas,
columns and other mathematical concepts usually
treated in calculus. The approach is based on the
idea of average and this concept is utilized
throughout the report. In the beginning the
average (arithmetic mean) of a set of numbers is
considered and two properties of the average

which often simplify the arithmetic is noted.
Averages are further used to solve a number of
important practical problems - to find the work
done in stretching a spring, the distance which a
body dropped from rest falls in a given time, and
the force against a rectangular dam. The volume
of solids bounded by two parallel planes is deter-
mined by multiplying the distance between the
planes by the average cross-sectional area. These
volumes can be used to find the force on a dam
of triangular or semicircular shape. It is believed
that the procedures outlined in this document are
sufficiently simple to be taught as early as grade
6. [Not available in hard copy due to marginal
legibility of original document]. (RP)

ED 033 032

SE 007 210

Lomon, Earle
Progress Report for March, 1964; Cambridge
Conference on School Mathematics; Feasibility
Study No. 33.

Cambridge Conference on School Mathematics,
Newton, Mass.

Pub Date [69]
Note—29p.

EDRS Price MF-\$0.25 HC Not Available from
EDRS.

Descriptors—*Curriculum Development, *Ele-
mentary School Mathematics, *Instruction,
Mathematics Education, *Program Descrip-
tions, *Reports

Identifiers—Cambridge Conference on School
Mathematics, Massachusetts

This report gives information regarding the
mathematical classroom activities for the first six
grades at Estabrook School from March 1964 to
June 1965. A brief progress report is given re-
garding the instruction provided to teach such
concepts as addition and subtraction, symmetry
transformations of squares, open sentences and
graphing, inequalities, and vector addition in two
dimensions. [Not available in hard copy due to
marginal legibility of original document]. (RP)

ED 033 033

SE 007 213

An Experimental Text in Transformational
Geometry, Student Text; Cambridge Conference
on School Mathematics Feasibility Study No.
43a.

Cambridge Conference on School Mathematics,
Newton, Mass.

Pub Date [69]
Note—89p.

EDRS Price MF-\$0.50 HC Not Available from
EDRS.

Descriptors—*Geometric Concepts, *Geometry,
*Instructional Materials, Mathematical Con-
cepts, Mathematics, *Secondary School Mathe-
matics, *Textbooks

This is part of a student text which was written
with the aim of reflecting the thinking of The
Cambridge Conference on School Mathematics
(CCSM) regarding the goals and objectives for
mathematics. The instructional materials were
developed for teaching geometry in the secondary
schools. This document is chapter six and titled
Motions and Transformations. Presented is the
concept of rigid motion in the plane. Various
kinds of rigid motions are considered, certain
mathematical ideas about rigid motions are ob-
tained, and a number of applications are
described. One of the chief mathematical ideas
presented is that every rigid motion can be
viewed either as a translation, a rotation, a reflec-
tion, or a combination of reflection and transla-
tion. This idea and others lead to a variety of use-
ful applications in geometry. Several of these ap-
plications involving rigid motions are used to
solve geometrical problems. Both explanatory
materials and student problems are included.
[Not available in hard copy due to marginal leg-
ibility of original document]. (RP)

ED 033 034

SE 007 214

Walter, Marion
Informal Geometry for Young Children; Cam-
bridge Conference on School Mathematics;
Feasibility Study No. 34b.

Cambridge Conference on School Mathematics,
Newton, Mass.

Pub Date [69]
Note—37p.

EDRS Price MF-\$0.25 HC Not Available from
EDRS.

Descriptors—*Elementary School Mathematics,
*Geometric Concepts, *Geometry, Grade 1,
Grade 6, *Instruction, *Instructional Materials,
Mathematical Concepts, Resource Materials

These materials were written with the aim of reflecting the thinking of The Cambridge Conference on School Mathematics (CCSM) regarding the goals and objectives for school mathematics. These materials are intended to provide children with a variety of informal activities in intuitive geometry in the elementary school. Opportunities are provided for children to gain experience with many types of rigid motions—namely translations, rotations, and reflections. The type of work described in this report gave students the opportunity to become familiar, by direct experience and experiment, with important geometrical concepts before they were to be studied theoretically. Included are descriptions of a number of activities. Comments by teachers concerning the effectiveness of various activities and procedures are also included. This document is the best available copy. [Not available in hard copy due to marginal legibility of original document]. (RP)

ED 033 035 SE 007 465
Association for the Education of Teachers in Science; Southwest Regional Conference, Emporia, Kansas, February 14-15, 1969.
Pub Date Feb 69
Note—104p.

EDRS Price MF-\$0.50 HC-\$5.30
Descriptors—Biology, College School Cooperation, *College Science, Conference Reports, *Curriculum Development, Educational Problems, *Elementary School Science, *Secondary School Science, *Teacher Education

The focus of this conference was analyzing the impact of curricular innovations upon science teacher education. Included are a number of papers presented at the conference. The science and mathematics inservice programs in Kansas, particularly the Introductory Physical Science Program, are discussed. The Science In-Service Project at the University of Texas is explained, as well as the curriculum development within the Dallas Junior High Schools. Included is a report of the introduction of the Earth Science Curriculum Project into Arizona, Idaho, Nevada, New Mexico, and Utah with the aid of the Cooperative College-School Science Program. The use of inservice teacher education programs for introducing the major elementary school science projects in Colorado is discussed. Another paper describes problems of preservice teacher education resulting from new science programs. (RR)

ED 033 036 SE 007 474
Diggers to Divers, Geology K-6; Elementary Science Unit No. 2.
Bethlehem Area Schools, Pa.
Pub Date 68
Note—217p.

EDRS Price MF-\$1.00 HC Not Available from EDRS.

Descriptors—Concept Formation, *Curriculum Guides, Discovery Learning, *Earth Science, *Elementary School Science, *Geology, Instructional Materials, Marine Biology, Oceanology, Problem Solving, *Science Activities, Teaching Procedures

This curriculum guide, part of a series of science units, stresses concept-learning through the discovery approach and child-centered activities. It is intended that the unit will be studied in depth by grades 3, 4, 5, and 6. Kindergarten pupils will study the unit in less detail. "Our Useful Rocks" is studied in the kindergarten, "Rocks—Then and Now" in grade 3, "Petrology" in grade 4, "Oceanography" in grade 5, and "Geology" in grade 6. The section for each grade contains (1) understandings to be discovered, (2) activities, and (3) activities to assign for homework or individual research. Each activity is introduced by a "leading question," followed by a list of materials and a description of the procedure to be followed. Children are taught to observe, infer, discuss problems and use reference and audiovisual aid materials. There is an index of science textbooks for reference for the teacher. The 40-page appendix contains (1) a brief geological history of Northampton County, Pennsylvania, (2) a description of a geological field trip to Northampton County, (3) a description of the common rocks and minerals, and (4) various geological and oceanographic charts, maps and tables. [Not available in hard copy due to marginal legibility of original document]. (LC)

ED 033 037 SE 007 475
Space Science K-6; Elementary Science Unit No. 1.

Bethlehem Area Schools, Pa.
Pub Date 66
Note—172p.

EDRS Price MF-\$0.75 HC Not Available from EDRS.

Descriptors—*Aerospace Technology, Astronomy, Concept Formation, *Curriculum Guides, *Discovery Learning, Educational Objectives, *Elementary School Science, Instructional Materials, Problem Solving, *Science Activities, Science Equipment, Teaching Procedures

This curriculum guide, part of a series of science units, provides for differentiation of emphasis of subject areas at different grade levels. It is intended that the unit will be studied in depth by grades 1, 4, and 6. Kindergarten, grades 2 and 3 will study the unit in less detail. "Our Wonderful Sun" is studied in Kindergarten, "Earth in Space" in grade 1, "Men and Machines in Space" in grade 2, "Movements of the Earth and Moon" in grade 3, "Our Great Universe" in grade 4, and "From Atmosphere to Space" in grade 6. The unit for each grade contains (1) understandings to be discovered, (2) activities, and (3) activities to assign for homework or individual research. Each activity is introduced by a "leading question," followed by a list of materials and a description of the procedure to be followed. Children are taught to observe, infer, discuss problems and use reference and audiovisual aid materials. There is an index of science textbooks for reference for the teacher. The appendix contains (1) instructions for the construction and use of a star projector, (2) a guide for locating stars and constellations, (3) planetary data, and (4) dates of solar, annular and lunar eclipses. [Not available in hard copy due to marginal legibility of original document]. (LC)

ED 033 038 SE 007 490
Goyal, K. C. Swami, Piyush
Research Ideas for Science Projects.

National Council of Educational Research and Training, NIE Campus, New Delhi (India).
Dept. of Curriculum and Evaluation; Ohio State Univ., Columbus. Faculty of Education in India.

Spons Agency—Agency for International Development, Washington, D.C.
Pub Date [69]

Note—64p.
EDRS Price MF-\$0.50 HC-\$3.30

Descriptors—Biological Sciences, Foreign Countries, Physical Sciences, Science Experiments, *Science Projects, *Secondary School Science, *Student Research

Identifiers—Indian National Council of Educational Research, United States Agency for International Development

This book was developed for use in India and is adapted from "Ideas for Science Investigations" by Victor M. Showalter and Irwin L. Slesnick. It is a source book of ideas for student research projects. Three model projects are described, illustrating different approaches taken by three students to the investigation of the rise of sap in plants. These include realistic descriptions of searching for information, formulating the attack on the problems, maintaining records, and reporting results. In the next section, over 100 phenomena or situations are described, each with a series of questions suitable for experimental investigation. Most topics are arranged alphabetically with no attempt to classify them according to traditional science disciplines; many are interdisciplinary. References are given to sources of ideas, techniques and background information. (EB)

ED 033 039 SE 007 526
Hammerman, Donald R. And Others
Research in Outdoor Education; (Summaries of Doctoral Studies).

Northern Illinois Univ., Oregon. Lorado Taft Field Campus.

Pub Date 69
Note—70p.

EDRS Price MF-\$0.50 HC-\$3.60

Descriptors—Administrative Problems, Adult Education, Camping, Curriculum, Educational Research, Evaluation Methods, *Outdoor Education, Program Descriptions, Program Evaluation

tion, Program Proposals, *Research Reviews (Publications), Teacher Education

Sixty-two doctoral dissertations in the area of outdoor education are summarized. Topics include consideration of the goals and rationale of outdoor education, proposals for camping programs and other outdoor education programs, the development of evaluation methods, evaluations of programs, investigations of changes in student behaviors, proposals for teacher education and for training camp leaders, identification of resources, investigations of administrative problems and procedures, and historical analyses of the outdoor education movement. Grade levels considered range from elementary to adult education. The summaries consist of a brief statement of the problem, the procedure followed, and a resume of results and conclusions. References are given to Dissertation Abstracts, and to library sources for studies not included in Dissertation Abstracts. (EB)

ED 033 040 SE 007 527
Weaver, J. F.

Investigations in Mathematics Education; A Journal of Abstracts and Annotations, Volume 2.
Stanford Univ., Calif. School Mathematics Study Group.

Pub Date Jul 69
Note—104p.

Available from—Stanford University, School Mathematics Study Group, Stanford, California
Document Not Available from EDRS.

Descriptors—*Abstracts, Achievement, College Mathematics, Doctoral Theses, Elementary School Mathematics, Instruction, Learning, *Mathematics Education, *Research, *Research Reviews (Publications), Secondary School Mathematics, Teacher Education

This issue of the Journal contains twenty abstracts of published research reports and a listing of doctoral theses and projects summarized in Dissertation Abstracts. Research reported includes studies related to elementary school mathematics, secondary school mathematics, and college mathematics. For each investigation reported, the following information is included (1) Purpose, (2) Rationale, (3) Research Design and Procedure, (4) Findings, (5) Interpretations, and (6) Abstractor's Notes. Of interest to reporters of research are condensed versions of "A Checklist for Evaluating Education Research" by J. Anderson and A. H. Kerr, and "Criteria for Evaluating Educational Research" by Thomas A. Romberg. (RP)

ED 033 041 SE 007 542
Proceedings of Nutrition Education Conference, February 20-22, 1967, Washington, D.C.
Department of Agriculture, Washington, D.C. Agricultural Research Service.

Pub Date Jun 68
Note—62p.

Available from—Government Printing Office, Washington, D.C. 20402 (\$0.45).

EDRS Price MF-\$0.50 HC-\$3.20

Descriptors—Community Health Services, *Conference Reports, Consumer Education, Educational Programs, Health Education, Information Dissemination, *Mass Media, *Nutrition, *Nutrition Instruction

Included are reports of present nutritional habits and problems in different communities, a discussion of psychological factors influencing consumer decisions about foods, and suggestions for the use of media such as magazines, newspapers, radio, and television to communicate basic nutritional concepts. Several new programs are reported concerned with inservice education of nurses, community education by radio and mail, and community education by counseling aides. New opportunities for communication are discussed as related to maternity and infant care projects, medicare, Federal food programs, projects financed through the Elementary and Secondary Education Act of 1965 and the Vocational Education Act of 1963, and the Head Start Project. The findings of discussion groups are summarized under the headings (1) Problems, (2) Means of improving nutrition practices, and (3) Suggestions for improved coordination of efforts in implementing nutrition education. (EB)

ED 033 042 SE 007 561
Jensen, Alton P. Slamecka, Vladimir
The Laboratory for Information and Computer Science.

Georgia Inst. of Tech., Atlanta. School of Information Sciences.
Spons Agency—National Science Foundation, Washington, D.C.
Report No.—GITIS-6801
Pub Date 68
Note—12p.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—*Computer Based Laboratories, Computer Science, *Computer Science Education, *Educational Facilities, *Information Science, Objectives, Program Administration, *Program Descriptions, Program Development

Identifiers—National Science Foundation
This document briefly explains the relationship between the School of Information Science and the Laboratory for Information and Computer Science at the Georgia Institute of Technology. The explicit purposes of the information science laboratory are spelled out as well as the specific objectives for the 1969/70, 1970/71, and 1971/72 school years. The administrative organization of the laboratory is reported and the list of equipment available or on order in the laboratory as of September, 1968, is indicated. (RP)

ED 033 043 SE 007 566

Chiaraviglio, Lucio
Reductionist Inferences in Modern Biology.
Georgia Inst. of Tech., Atlanta. School of Information Sciences.

Spons Agency—National Science Foundation, Washington, D.C.
Report No.—GITIS-69-05
Pub Date 69
Note—32p.

EDRS Price MF-\$0.25 HC-\$1.70

Descriptors—Biology, *Genetics, *Logic, *Philosophy, Science History, Scientific Methodology, Validity

The author analyzes the logic of inferences in modern biology which serve as reductionist bridges between the organismic and molecular levels of explanation. He distinguishes pragmatic validity from deductive or inductive validity, and discusses the requirements for validity of pragmatic inferences (which are accepted or rejected in terms of the performances of their premises and conclusions). The development of reductionist bridges between classical and molecular genetics is discussed, using the genetic role of nucleic acids and the co-linearity of genetic and physical structures as examples. The experimental procedures and results that led to inferences in these areas are described and analyzed in terms of the performances of sets of sentences. It is shown that the validity of such inferences is dependent on the compatibility of conditions of performances of the sentences. The importance of collateral knowledge in selecting compatible conditions of performance is illustrated. (EB)

ED 033 044 SE 007 568

Gill, Gerald W. Jensen, Alton P.
Management of Computer Programming. Part I: Practices and Problems.

Georgia Inst. of Tech., Atlanta. School of Information Sciences.

Spons Agency—National Science Foundation, Washington, D.C.
Report No.—GITIS-69-01
Pub Date 69
Note—24p.

EDRS Price MF-\$0.25 HC-\$1.30

Descriptors—*Computer Programs, *Computers, *Computer Science, *Management, Management Development, *Program Administration

Identifiers—National Science Foundation
Investigated was the management of computer centers with emphasis on managing the programming effort. Problems and objectives of programming management were examined and techniques used in various business and governmental organizations are presented in the report. The aspects of the problem discussed in this report emphasize programming objectives and standards. The data for this investigation were obtained from a survey of seven organizations. A summary is presented on (1) the state of the art of managing the programming effort, and (2) projections for the future weighed against the problems, possibilities, and recommendations. (RP)

ED 033 045 SE 007 569

Slamecka, Vladimir
A General Information System for Learning.

Georgia Inst. of Tech., Atlanta. School of Information Sciences.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—GITIS-69-02

Pub Date 69

Note—23p.

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors—*Computer Assisted Instruction, *Computer Oriented Programs, Computer Science, Educational Methods, Educational Needs, Educational Resources, Educational Technology, *Information Science, *Information Systems

Identifiers—National Science Foundation

This paper is concerned with the application of information engineering approaches to the design of large general purpose educational systems. The subject is developed through a brief discussion of such topics as (1) design objectives of future educational systems, (2) an information processing model of the educational process, (3) a basic configuration of a general purpose information system for education, and (4) the state of art of information technology relevant to such a system. The paper concludes with a description of one educational system under study. (RP)

ED 033 046 SE 007 570

Poore, Jesse H., Jr. And Others
A Survey of Display Hardware and Software.
Georgia Inst. of Tech., Atlanta. School of Information Sciences.

Spons Agency—National Science Foundation, Washington, D.C.
Report No.—GITIS-69-03

Pub Date 69

Note—48p.

EDRS Price MF-\$0.25 HC-\$2.50

Descriptors—*Computer Assisted Instruction, Computer Based Laboratories, *Computers, *Computer Science, Display Systems, *Information Science, Systems Development

Identifiers—National Science Foundation
Reported are two papers which deal with the fundamentals of display hardware and software in computer systems. The first report presents the basic principles of display hardware in terms of image generation from buffers presumed to be loaded and controlled by a digital computer. The concepts surrounding the electrostatic tube, the electromagnet tube, and the charactron tube are discussed. Hardware characteristics of devices which allow interaction with a display system are also explained. The second report focuses on the software aspects of operating display devices. Programming considerations involving commands, interrupts, and pen tracking are discussed in a general setting. Data structures are then presented for expeditiously handling several geometrical forms that occur frequently in applications of computer graphics. (RP)

ED 033 047 24 SE 007 583

Gilbert, Virginia McKie, Earl
Skill-Level Grouping in Modern Mathematics K-6; Final Report.

Clark County School District, Las Vegas, Nev.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-I-065

Pub Date Jun 69

Grant—OEG-9-8-081065-0159-010

Note—58p.

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—*Ability Grouping, *Academic Achievement, *Arithmetic, Comparative Analysis, *Elementary School Mathematics, *Instruction

Identifiers—Nevada

Investigated was the effect of skill-level grouping on student achievement in mathematics in a Negro neighborhood elementary school. The investigation was conducted in the Clark County School District, Nevada, during the 1968-69 school year. The mathematics program in the control school was organized and taught in self-contained classrooms by the classroom teacher. The mathematics program in the experimental school was organized by ungraded Arithmetic Skill Levels. An analysis of growth in grade equivalents suggests that students in grades two, three, and four benefited more from skill-level grouping than those in grades five and six. No conclusive evidence favoring skill-level grouping was obtained and the null hypothesis — no difference will result between the mean achievement scores of the experimental group and the control group — was not rejected. [Not available in hard copy due to marginal legibility of original document]. (RP)

ference will result between the mean achievement scores of the experimental group and the control group — was not rejected. [Not available in hard copy due to marginal legibility of original document]. (RP)

ED 033 048 24 SE 007 584

Skill-Level Grouping in Modern Mathematics K-6; Attachment I.

Clark County School District, Las Vegas, Nev.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-I-065

Pub Date Jun 69

Grant—OEG-9-8-081065-0159-010

Note—219p.

EDRS Price MF-\$1.00 HC Not Available from EDRS.

Descriptors—Arithmetic, *Elementary School Mathematics, *Evaluation, *Tests

Identifiers—Nevada
Included in this document are tests used to assess achievement in mathematics (K-6) in an experimental study conducted in the Clark County School District in Nevada. Each test is designed to assess learning at a definite skill level. Included are directions for administering each test, behavioral objectives assessed by each test and each test item, and desired answers for each test item. This document is the best copy available of the report. [Not available in hard copy due to marginal legibility of original document]. (RP)

ED 033 049 SE 007 586

Montean, John J. And Others
Team Teaching in High School Biology; An Experimental Evaluation.

Pub Date 69

Note—164p.

Available from—Consortium Press, Inc., 204 Westfall Road, Rochester, New York 14618

Document Not Available from EDRS.

Descriptors—Academic Achievement, *Biology, *Comparative Analysis, *Conventional Instruction, Evaluation, Objective Tests, Secondary School Science, Teaching Methods, *Team Teaching

Identifiers—Nelson Biology Test, New York State Regents Examination, School and College Ability Test, Sequential Tests of Educational Progress

Seventeen teachers and a university research team cooperated to compare the effects of team teaching and conventional instruction in biology on student achievement in six high schools in the Rochester, New York, area between 1964 and 1968. Student achievement was measured by the New York State Regents examination in biology, five locally developed unit tests administered during the course, and the Nelson Biology Test administered nine months after completion of the course. Data were treated by analysis of covariance using as covariables scores on the School and College Ability Test, Sequential Test of Educational Progress in Reading and Science, and a biology pretest developed for the project. Sex was also treated as an independent variable in some analyses. The results provided no evidence for the superiority of one method over the other, nor was there any evidence of a general improvement in biology instruction. Teachers' subjective evaluations of team teaching were studied by means of a questionnaire, and agreed advantages and disadvantages are listed. The report includes a review of the literature on team teaching and descriptions of scheduling arrangements and the development of the unit tests and pretests. Appendices give the analysis of covariance tables, a copy of the teacher questionnaire, and copies of the biology pretest and unit tests. (EB)

ED 033 050 SE 007 613

Baez, Albert V.
Improving the Teaching of Science with Particular Reference to Developing Countries.

Pub Date Oct 67

Note—116p.

EDRS Price MF-\$0.50 HC-\$5.90

Descriptors—*Curriculum Development, *Developing Nations, International Education, *Science Education, Science Materials, Scientific Literacy, Scientific Methodology

This is a working paper prepared as a report on the general problems of course improvement and curriculum reform in science teaching. Discussed are education and the spirit of science, the impact of science and technology on economic and

social education, and criteria for a program of action, course improvement and curriculum reform in science, and specific recommendations for concerted action in science teaching improvement in developing countries. The appendices consist of a review of modern methods, techniques and materials in science teaching improvement; national, regional and international course improvement and curriculum reform activities in science; and the concern of the United Nations specialized agencies and of other international organizations for the improvement of science education. (BR)

ED 033 051 SE 007 642

Ware, George. McCollum, Howard P.
A Guide for Teaching Conservation Education in the Schools of Louisiana: Soil and Water Section. (Revision)

Louisiana State Dept. of Education, Baton Rouge.

Pub Date 68

Note—80p.

EDRS Price MF-\$0.50 HC-\$4.10

Descriptors—*Conservation Education, Elementary School Science, Science Activities, Secondary School Science, *Soil Conservation, *Teaching Guides, *Water Resources

Identifiers—Louisiana High School Conservation Curriculum Pro

This publication is a revised edition of the teachers guide for teaching soil and water conservation in the elementary and junior high schools of Louisiana. The format of the guide includes a statement of concept, followed by discussion of the concept, suggested activities, and possible outcomes. There is a glossary of terms and a section that includes a brief description of the major land resource areas in Louisiana. The concepts included, in their suggested teaching sequence, are: the importance of soil as a resource, the formation and make-up of soil, types of soil, soil losses and deterioration, the essential nature of water, water as a renewable source, floods, pollution, water as a source of recreation, and conservation of soil and water. (BR)

ED 033 052 SE 007 648

Briggs, George E.
Reaction Time and Uncertainty in Human Information Processing.

Ohio State Univ., Columbus. Computer and Information Science Research Center.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—TR-69-5

Pub Date Mar 69

Note—41p.

EDRS Price MF-\$0.25 HC-\$2.15

Descriptors—*Information Processing, Information Science, *Learning, *Measurement, Memory, *Psychological Studies, *Reaction Time, Thought Processes

A series of four experiments was performed based on a model of human information processing. The model postulates four stages in the processing of an external stimulus: encoding (stage 1), central processing (stage 2), response selection, e.e. decoding (stage 3), and response execution (stage 4). The total reaction time can be decomposed into two or more components which reflect the operation of these stages. It is argued that $RT=A+B(Hc)$ where RT is total reaction time, A is the time taken for stages 1 and 3, B is the rate of central processing and Hc is an expression of the uncertainty associated with stage 2. Experiments based on this model investigated high speed scanning of random figures in human memory, retrieval time as a function of memory ensemble size, information processing as a function of speed versus accuracy, and memory retrieval and central comparison times in information processing. The results were consistent with the model, and it proved possible to quantify the rates of steps involved in the stages. (EB)

ED 033 053 SE 002 741

Leonard, Leo D.

Student Internship: Some Added Dimensions.

Weber County Schools, Ogden, Utah. Center for Team Teaching.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Apr 69

Note—2p.

Journal Cit—Team Teaching; v3 n3 p1,4 Apr 1969

EDRS Price MF-\$0.25 HC-\$0.20

Descriptors—College School Cooperation, *Internship Programs, *Teacher Education, Teacher Evaluation, Teacher Role

To train teachers to translate learning insights into creative curriculums, a more intensive school-college relationship and more meaningful teacher evaluation processes are needed. In a pre-intern phase, the university should provide the teacher candidate with experience in devising curricular models to fit his own needs, help him develop and create a teaching style relevant to both teacher and learner, and give him supervised classroom experience which allows him to see individual pupil differences through which he can devise wide curricular models. The internship phase in the cooperating school should place more responsibility on the cooperating teacher who helps the teacher intern create a curriculum which accounts for the potentialities of the class and who evaluates the intern. Also, a resident university director should be added who supervises interns and conducts inservice training programs for cooperating teachers in how to use recent research findings and teacher evaluation techniques (such as Flanders' system of interaction analysis). (SP)

ED 033 054 SE 003 044

Summary of the Teacher-Innovator: A Program To Prepare Teachers.

Columbia Univ., New York, N.Y. Teachers College.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-9019

Pub Date Oct 68

Contract—OEC-0-8-089019-3307-010

Note—22p.

Available from—Elem. Teacher Education Project, Div. of Elem. & Sec. Research, Bureau of Research, USOE, 400 Maryland Avenue, S.W., Washington, D.C. 20202 (Free)

EDRS Price MF-\$0.25 HC-\$1.20

Descriptors—*Educational Innovation, Individualized Curriculum, Practicums, *Teacher Education, *Teacher Education Curriculum, *Teacher Role

A teacher education program has been designed to (1) illustrate a process for creating teacher education programs and (2) provide an example of one which is designed to prepare educators who will have the skill and commitment to help create and test new educational forms. The rationale is the idea that professional performance can be described in terms of control over certain areas of reality that are essential to developing creative roles, rather than the ability to fill already defined teacher roles. The program is operated as a democracy with small self-regulated units of students (inquiry groups) monitoring their own progress and administering the program to themselves with the assistance of faculty counselors whose role is based on a "differential training model" for individualizing instruction. A "contact" laboratory is organized to provide teacher-candidates with opportunities for study, microteaching, and experimentation rather than to socialize them to the school as it presently exists. Program components are based on four future-oriented roles, each involving constant experimentation: (1) institution builder (shaper of the school), (2) innovator (rather than bureaucratic functionary), (3) scholar (academic specialist also involved in the study of teaching and of children), (4) interactive teacher (instructional decision-maker; master of teaching strategies; flexible, sensitive developer of classroom social systems). (The complete report is ED 027 284.) (JS)

ED 033 055 SE 003 045

Denham, William H. And Others

New Careers for the Disadvantaged in Human Services: Report of a Social Experiment. Final Report.

Howard Univ., Washington, D.C. Inst. for Youth Studies.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Office of Manpower Policy, Evaluation, and Research (DOL), Washington, D.C.

Report No.—82-08-43

Pub Date 68

Grant—OEG-5030-001-022

Note—248p.

EDRS Price MF-\$1.00 HC-\$12.50

Descriptors—*Career Opportunities, Counselors, Counselor Training, *Disadvantaged Youth,

Health Occupations Education, *Human Services, *Job Training, Mental Health, Models, Personnel Selection, Recruitment, *Subprofessionals, Teacher Aides, Teacher Education Identifiers—*New Careers Program

This book reports a 2-year program of recruiting, selecting, training, and developing job opportunities for 168 youth, primarily Negro, from the inner-city ghetto areas of Washington, D.C. Part I overviews the project which was designed to provide jobs and income to the young, multiproblem, unemployed poor, and to fill unmet needs for staff and services in the "helping professions" of health, education, welfare, and recreation. Included are (1) a discussion of the New Careers concept, its genesis and development, and the scope of the specific training programs on which this report is based (11 programs for 11 different institutional systems); (2) an analysis of the process and problems of job development, with a definition of this process, and analysis of the outcomes in this program; (3) a discussion of strategies for recruiting and selecting the trainee population; (4) a description of the training model and its individual components—the core group, on-the-job training, specialty instruction, and remediation; (5) a systematic assessment of the occupational, educational, and social functioning of the enrollees during their employment after training. Part 2 contains four detailed reports on individual training programs, "case studies" on the training of Teacher Aides, Counselors in Residential Programs for Children and Youth, Community Mental Health Aides, and Counselor Interns. (JS)

ED 033 056 SE 003 046

A Career Line Training Program of Semiprofessionals in Education. Application for Continuation Grant and Progress Report.

Semiprofessional Training Projects, Syracuse, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 1 Apr 69

Note—99p.

EDRS Price MF-\$0.50 HC-\$5.05

Descriptors—*Career Opportunities, *Educational Programs, Job Development, *Paraprofessional School Personnel, Staff Role

Two phases (the experimental phase and the redirection and polishing phase) of a three-phase program for the inservice training of paraprofessional school personnel have been completed. Based on a career line approach, the program was designed to feature a relaxed selection criteria and personal counseling visits for trainees, college accredited training designed to familiarize trainees with the American educational system and specific subject areas related to their jobs, patterns for relating training to job definitions, evaluation techniques for measuring the affective and cognitive impact of the program on trainees, a sequential course development plan designed for career levels, an individual-situational approach to defining roles for training, a relevant training program as identified by the needs of trainees, workshops for increasing the mutuality of role perception between teachers and trainees, a helping relationship between teachers and paraprofessionals, programs to decrease rejection of paraprofessionals, and differentiated task assignments and a team training approach to help career mobility. Projections for the third phase of the project are based on the first two phases and call for an increased number of consultant services to help maintain the project and meet the objectives which had not been met in the first two phases. (SP)

ED 033 057 SE 003 067

Allen, Dwight W. Krasno, Richard M.

New Perspectives in Teacher Education.

Pub Date May 68

Note—8p.

Available from—Department of Elementary School Principals, National Education Assn., 1201 16th Street, N.W., Washington, D.C. 20036 (\$1.00)

Journal Cit—The National Elementary Principal; v47 n6 p36-42 May 1968

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Administrator Role, *Educational Innovation, *Models, Performance Criteria, *Preservice Education, Principals, Teaching Skills

A new model for preservice teacher education exemplifies recent developments in the field. It is based on specifications of instructional and program goals in terms of behaviors to be exhibited by the trainee in three broad conceptual areas which imply a hierarchy of teaching competencies: mastery of content knowledge produces subject matter competency; mastery of content knowledge plus behavioral skills produce presentation competency; mastery of both plus humanistic or personological skills produce professional decisionmaking competency. Appropriate instructional modes (e.g., programmed and computer-assisted instruction, video tape models, microteaching, classroom simulation materials) have been developed to assist each trainee to achieve the competencies individually. Performance criteria reflect the differentiated roles candidates will assume in a professional staff, and training for flexibility will make teachers change agents for schools. Implications of these trends for school principals: (1) Inservice training should become an extension of competencies. (2) Refined performance criteria can allow selection and promotion processes to be more objective, and supervision truly diagnostic. (3) The principal's role will shift from disciplinary and evaluator to organizer, director, and facilitator—creator of a flexible setting to nurture teacher innovation. (JS)

ED 033 058

SP 003 070

Jeffers, Verne G.

Teaching as a Profession; Attitudes of Teachers and Association Leaders.

Pub Date Apr 68

Note—7p.

Available from—Department of Elementary School Principals, National Education Assn., 1201 16th St., N.W., Washington, D.C. 20036 (\$1.00)

Journal Cit—The National Elementary Principal; v47 n5 p26-31 Apr 1968

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Professional Recognition, Teacher Associations, Teacher Attitudes, *Teaching

A study was conducted to compare the attitudes of teachers toward the professionalization of teaching with the attitudes of state and local educational association leadership personnel. A questionnaire based on resolutions acted upon by the New York State Teachers Association House of Delegates examined opinions of both groups on programs designed to foster professional advancement, to promote association gains, and to improve working rights and privileges. Of the 809 questionnaires distributed (674 to a proportionate sample of teachers from 45 selected school districts representative of elementary and secondary; rural, urban, and suburban; large and small schools), 529 were returned, representing all segments of the sample. Results indicate that the views of association leaders and classroom teachers differ significantly. In general, teachers tend not to accept responsibilities necessary for professional status, while association leaders are knowledgeable about professional matters and willing to work toward attainment of professional goals. Suggestions for programs to advance professional status: (1) Local associations, with state and national cooperation, might place greater emphasis on conveying to their members a better understanding of professional ethics, responsibilities, and knowledge of the characteristics of a profession. (2) Teacher preparation institutions could include the foregoing in their programs. (JS)

ED 033 059

SP 003 071

Akhavan, Brent

From the Peace Corps, A New Kind of Teacher.

Pub Date Apr 68

Note—5p.

Available from—Department of Elementary School Principals, National Education Assn., 1201 16th St., N.W., Washington, D.C. 20036 (\$1.00)

Journal Cit—The National Elementary Principal; v47 n5 p38-42 Apr 1968

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Beginning Teachers, Teacher Certification, Teacher Orientation, Teacher Recruitment, *Teaching Experience, *Urban Teaching

Identifiers—*Peace Corps

Many Peace Corps volunteers, returning to see with new eyes and feel with new nerves the sorrows of our own cities, are finding jobs as teachers in inner-city schools. Of the 50 percent sent overseas to teach, more than two thirds are young liberal arts graduates lacking orthodox teaching credentials, but by 1965 many states began recruiting them, often giving salary credit for the two years abroad and granting at least temporary teaching certificates. Cleveland, Philadelphia, and Washington, D.C., initiated special programs of teaching and continuing education which included intensive orientation courses, supportive counseling from experienced teachers, and frequent meetings with consultants and subject matter specialists. Returned volunteers find the jobs rough, tough, and frustrating, in some ways more so than their overseas service. Many undergo cultural shock similar to that experienced overseas; some lack professional distance in dealing with students, or expect more of themselves than they can produce. But because improvisation is part of the Peace Corps way of life, they are constantly trying out new ideas to handle their classes. The perception that they bring to their teaching can be a positive influence in designing the tactics needed to cope with the disadvantaged, and if they can see their way through the first difficult months of adjustment, they promise to make an invaluable contribution to this important problem. (JS)

ED 033 060

SP 003 073

Adair, Thelma And Others

School University Teacher Education Center.

Spons Agency—City Univ. of New York, N.Y. Queens Coll.; New York City Board of Education, Brooklyn, N.Y.

Pub Date Feb 67

Note—9p.

Available from—Department of Elementary School Principals, National Education Assn., 1201 16th St., N.W., Washington, D.C. 20036 (\$1.00)

Journal Cit—The National Elementary Principal; v46 n4 p6-13 Feb 1967

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*College School Cooperation, Community Involvement, Elementary School Teachers, Experimental Schools, Field Experience Programs, *Teacher Education, Team Administration, *Urban Teaching

Identifiers—School University Teacher Education Center, SUTEC

The School University Teacher Education Center (SUTEC) began in 1966 a demonstration program for the comprehensive training of elementary teachers for the urban complex. Prospective teachers (525 during the 5-year project) begin their professional studies early in the college sequence in a typical large-city school and receive continued administrative and supervisory support in the three pretenure years of teaching. Key program characteristics are (1) development of a prototype educational facility with staff and program responsive to community problems and needs in an area whose population represents a cross-section of the economic and ethnic groups that make up the city; (2) employment of a full-time, school-based, multidisciplinary Inquiry Institute of college personnel responsible for curriculum development, teaching methods, and supervision; (3) team administration of the school by the principal and the college-coordinator; (4) development of close team relationships between public school and college teachers and trainees; (5) innovations in the pupil program including heterogeneous intergrouping and individualized curriculum; (6) community involvement through such activities as 6-week parent workshops in school curriculum, child development, consumer education, and purposes of SUTEC; (7) a cooperative program of research on the SUTEC teacher education program, the school itself, and the community it serves. (JS)

ED 033 061

SP 003 081

Project BET.

Wayne State Univ., Detroit, Mich.

Pub Date 69

Note—18p.

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Disadvantaged Youth, English Education, *Negro Teachers, *Preservice Educa-

tion, Secondary School Teachers, Teacher Recruitment, Urban Teaching

A project will recruit 40 educationally and financially disadvantaged young Negro men, many of them veterans, to prepare them for secondary school English teaching in city schools. Students will be granted probationary college admission and enrolled in special seminars to overcome deficiencies in language and study skills; operating initially on a full-time basis, the seminars will phase out gradually over the first two years. Students will also receive individual counseling by staff members and tutoring by seniors in the present undergraduate teacher training program. During the first two or three years (the length of time depending on the individual progress of each student), candidates will pursue a pre-education pattern and then as they become juniors will enter the professional teacher training program which is currently under revision to make it more consistent with the demands of today's urban schools. Students will live at home and will receive a stipend of \$2,000 per year so that they may devote their energies full time to academic and cultural pursuits. [Not available in hard copy due to marginal legibility of original document.] (JS)

ED 033 062

SP 003 083

Behavioral Problems in the Classroom: A Teacher Inservice Training Program.

Regional Child Services, Price, Utah.

Pub Date Oct 68

Note—91p., An ESEA Title III project.

EDRS Price MF-\$0.50 HC-\$4.65

Descriptors—Achievement, *Behavior Problems, Individualized Instruction, *Inservice Teacher Education, Intelligence, Learning Motivation, Learning Theories, *Manuals, Parent Attitudes, Peer Relationship, Physical Development, School Organization, Self Concept, Sociometric Techniques, Student Adjustment, *Student Teacher Relationship

Identifiers—Elementary and Secondary Education Act (Title III), ESEA Title III, PACE

Designed to accompany an inservice teacher training program, this comprehensive syllabus presents 12 lessons on behavior problems which each include (with the exception of the first and last lessons) a narrative presentation of instructional material, a relevant case study with treatment, and a selected bibliography. The first lesson serves as an introduction to the syllabus and contains procedural information to be used in the course (such as conference procedures and sociometric techniques). The next 10 lessons attempt to make the teacher aware of the need for building a curriculum which is adjusted to pupil individual differences, the importance of analyzing and understanding peer relationships, the effects of student achievement of parental attitudes toward school, factors which influence the development of (and the ways in which) teachers can help to foster positive self-concepts in students, the effect of teacher-student relations in the school organization on student achievement, ways to analyze and create motivation in students, learning principles and ways to apply them, areas of intelligence testing, factors which influence student progress, and the relationship between physical development and school achievement. The final lesson is to be used for review. (SP)

ED 033 063

SP 003 090

Experimental Pilot Program in Teacher Education. A Proposal.

City Univ. of New York, N.Y. City Coll., School of Education.

Pub Date Dec 68

Note—17p.

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors—*Field Experience Programs, Negro Teachers, Puerto Ricans, Seminars, *Teacher Education, *Urban Teaching

The problems of relevance and integration of professional and liberal arts studies in inner-city teacher education were the bases of a 1969 pilot project which replaced formal education courses with field experiences and weekly seminars (emphasizing behavioral objectives) and which altered admission and course requirements so that 50 percent of the trainees were Black or Puerto Rican. Field experiences and seminars in the first year were designed to introduce the teacher candidates to inner-city teaching; and they will observe classes, select six pupils with whom they

will work closely for the next three years, and serve as teacher aides or tutors. The second year's experiences and seminars were designed to familiarize the teacher candidates with the inner-city community; they will meet the families of their six pupils, have contact with government agencies, and participate in meetings dealing with local educational problems. Third-year students are to be introduced to teaching; they will experiment with diagnostic materials, participate in microteaching, develop a creative exercise with their six pupils, and serve as teaching assistants. Fourth-year activities, designed to provide greater understanding of the teaching process, are to include student teaching, field trips, projects, and seminars. (SP)

ED 033 064 24 SP 003 093

Gustafson, L.
Simulation of Anxiety Situations and Its Resultant Effect on Anxiety and Classroom Interaction of Student Teachers.

Michigan State Univ., East Lansing.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.—BR-9-E-039
Pub Date Jun 69
Grant—OEG-5-9-325039-0021-010
Note—167p.

EDRS Price MF-\$0.75 HC-\$8.45

Descriptors—Interaction Process Analysis, *Simulation, *Student Teacher Relationship, *Student Teachers, *Teacher Attitudes, *Teacher Behavior, Videotape Recordings

Identifiers—Flanders Interaction Analysis, IPAT Anxiety Scale

The purpose of this research experiment was to investigate the effectiveness of one type of simulation (consisting of a series of anxiety-inducing motion picture vignettes, split-screen video tape recording, and a trained recall worker) in reducing anxiety and thereby increasing the subsequent classroom interaction of student teachers. A secondary purpose was to test the statement made by Cherryholmes (1966) and others that simulation cannot change attitudes. A pretest-posttest design, applied to 30 students randomly selected from a secondary methods course and randomly assigned to provide equal size experimental and control groups, led to several conclusions regarding the effectiveness of this type of simulation experience. The simulation experience did not lower the general anxiety level of student teachers (as measured by the IPAT Anxiety Scale). It did not lower the concern of the subjects for classroom discipline (Triplet instrument), nor increase their self-concept (researcher-designed instrument), nor increase the success rating assigned to student teachers by their student-teaching coordinators. Although student talk, as measured by Flanders' interaction system, did increase in classrooms of student teachers who had the simulation experience, student-initiated talk did not increase. Thus, the one positive finding is suspect since no other directional hypotheses were supported. (Author/JS)

ED 033 065 24 SP 003 094

Raney, Joseph F.
An Observational Study of Classroom Control. Final Report.

Nevada Univ., Reno.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.—BR-7-1-054
Pub Date Aug 68
Contract—OEC-1-7-070054-4625
Note—167p.; Formerly entitled An Observational Study of Classroom Discipline.

EDRS Price MF-\$0.75 HC-\$8.45

Descriptors—Behavioral Science Research, Behavior Theories, *Class Management, *Classroom Observation Techniques, *Discipline, Discipline Policy, Student Teacher Relationship, Teacher Behavior

A study concerned with the description of courses of action used by teachers successful in achieving classroom control is part of a larger effort to identify effective teacher behaviors which could be useful in training future teachers. The observation technique used followed a "rule-following" model (based on the Descriptive Psychology of P.G. Ossorio) with no attempt to reduce the complexity of teacher-pupil interaction in order to use a less complex system. Rating scales were developed on which observers ranked

the correspondence between (1) observed teacher and class behavior and (2) statements of teacher policy and class reaction. Each of four raters observed four of 16 teachers in their best and worst classes (as identified by the teachers); each also provided measurements of the classroom control achievements (CC) of the teachers not assigned to him. A median split of the teachers in terms of CC formed a high and low grouping for testing hypotheses about the relationship between policy descriptions and CC. Results support continued development of rule-following description: it was applied by observers in a limited amount of time and did permit a discrimination between teachers who vary in classroom control achievements. (Included are discussion of Ossorio's concept of Person, the intentional action paradigm as applied to behavior description; the observer training manual; and the observation instruments.) (JS)

ED 033 066 24 SP 003 099

Multi-Jurisdictional Behaviorally-Based In-Service Program for Elementary School Teachers in Mathematics. Final Report.

Maryland Univ., College Park.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.—BR-8-0141

Pub Date Jun 69
Grant—OEC-2-7-061737-0068
Grant—OEG-3-8-080141-0032-010
Note—583p.

Available from—Univ. of Maryland Mathematics Project, Univ. of Maryland, College Park, Md. 20742 (\$6.00, final report, all books, manipulative materials; "Games and Algorithms," \$3.00)

Document Not Available from EDRS.

Descriptors—*College School Cooperation, *Elementary School Mathematics, Elementary School Teachers, *Inservice Courses, Inservice Programs, *Inservice Teacher Education, *Interagency Cooperation, Mathematics Teachers, Program Development, State Programs

Identifiers—Algorithms Process Hierarchy, APH
A project was designed to develop and validate a model for inservice education which could reach a large number of elementary school teachers. The thesis explored was whether this research, development, dissemination, and implementation could be effectively accomplished through the pooled competencies of a university-based staff, a state education agency, and local school systems. Analysis of data support the thesis. Procedures included the identification and description of four mathematical tasks to be included in the inservice program; construction of a behavioral hierarchy for one, the Algorithms Process Hierarchy (APH); initial tryout with 43 teachers in a summer institute; field testing in inservice programs in 11 countries with 211 teachers being taught by the summer institute participants. (Included are the complete findings, the pretest-posttest performance-based assessment instrument, hierarchies for the additional mathematical tasks [constructing and describing whirligigs, construction and description of 3-dimensional figures, and decisionmaking by probability], instructional materials for construction and description of whirligigs [which involves geometric shapes, linear measure, position on a grid, graph and slope of a line] procedures used for validating learning hierarchies, statistical formulas for the evaluation analysis, manipulative materials, and the "Games and Algorithms.") (JS)

ED 033 067 SP 003 102

Wood, Robert E.
Frustration, Turmoil and Discomfort in Team Teaching.

Weber County Schools, Ogden, Utah. Center for Team Teaching.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date May 67
Note—2p.

Journal Cit—Team Teaching; v1 n9 p1-2 May 1967

EDRS Price MF-\$0.25 HC-\$0.20

Descriptors—*Curriculum Planning, Team Teaching, *Teamwork

The most important prerequisite to group creativity in curriculum development is a climate

of free inquiry, free expression, and objective criticism. An atmosphere such as this develops from the personal security, active participation, and creativity of each team member. A period of negative feelings caused by frustration and failure when the individual educational philosophies of team members are criticized and torn apart is necessary to the eventual unification of the team; when the pieces are reassembled into a group philosophy, the team can create a new curriculum which will be a team product. (SP)

ED 033 068

Bench, Varnell

Concepts of Team Teaching.

Weber County Schools, Ogden, Utah. Center for Team Teaching.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Sep 67

Note—2p.

Journal Cit—Team Teaching; v2 n1 p2-3 Sep 1967

EDRS Price MF-\$0.25 HC-\$0.20

Descriptors—*Class Organization, *Team Teaching

Three types of team teaching concepts, varying in teacher-to-teacher and teacher-to-student relationships, grading techniques, and facilities can be identified. For the first type, teachers plan a curriculum together and then teach this curriculum in their separate classrooms. For the second type, teachers plan together, share the teaching of major concepts to large groups, and work autonomously with their own students in smaller groups. For the third type, teachers plan the curriculum together, share large group lecture presentations, and work together with the students on an individual basis without reference to a class of their own. (SP)

ED 033 069

Borg, Walter R.

Research on Team Teaching: Study of Human Interaction Variables in Successful and Unsuccessful Teacher Teams.

Weber County Schools, Ogden, Utah. Center for Team Teaching.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Oct 66

Note—2p.

Journal Cit—Team Teaching; v1 n2 p1-2 Oct 1966

EDRS Price MF-\$0.25 HC-\$0.20

Descriptors—Individual Characteristics, *Public School Teachers, *Team Teaching

An exploratory study was devised to determine those factors which affect the success of team teaching. Questionnaire responses from school principals and teachers in teams and data derived from personality tests of participants in six schools selected for the study were analyzed. Both principals and teachers who were members of teams contributed information concerning types of programs which they had, their major problems in team teaching, and their perceptions of the characteristics of successful team teachers (such as adaptability, flexibility, subject matter knowledge, cooperativeness, consideration, and readiness to accept criticism). An additional analysis of secondary school team teachers' planning sessions revealed that effective members of the team participated more than did less effective members. (SP)

ED 033 070

Sondermann, Fred A.

Institute in International Affairs (Colorado Springs, June 16-July 25, 1969). Director's Report.

Colorado Coll., Colorado Springs.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jul 69

Note—62p.

EDRS Price MF-\$0.50 HC-\$3.20

Descriptors—*Institutes (Training Programs), *International Education, Program Design, Secondary School Teachers, Social Studies

A 6-week summer institute on "Comparative Systems in a World Setting" succeeded (1) in helping 41 high school social studies teachers from 21 states to gain a deeper understanding of contemporary international relations, of the problems and potentialities which reside in the coexistence of over 130 different nations with

varying histories, customs, value patterns, and political, social, and economic institutions and processes; and (2) in impressing on them the importance of sound, solid teaching of international affairs, of infiltrating international material into their courses, and of their being agents of change in their own schools and systems. A major program strength was the establishment of a professional rapport between college and high school faculty members all of whom were engaged in a common learning situation centering on the transmission of materials, ideas, concepts, and methods which will be applicable in the classroom at both levels. Much of the success was attributed to informal programs and the absence of pressures and compulsions (e.g., tests on assignments, grades) which normally characterize educational processes. Techniques included use of simulation, slide-tape presentations, and the establishment and use of a resource center. (Included is discussion of planning and participant selection, a summary of results from participant evaluation forms, and the detailed schedule of presentations and discussions.) (JS)

ED 033 071 SP 003 107
Cunningham, David F.
Effect of Background and Personality of Teachers on Teaching Teams.
Houston Univ., Tex. Bureau of Educational Research and Service.
Pub Date Oct 64
Note—66p.

Available from—Bureau of Education Research and Services, Univ. of Houston, 3801 Cullen Blvd., Houston, Texas (\$3.00)
EDRS Price MF-\$0.50 HC-\$3.40

Descriptors:*Individual Characteristics, Secondary School Teachers, *Teacher Background, *Team Teaching, *Teamwork
Background and personality characteristics which are associated with successful team teaching were investigated for this study. Members of 31 secondary school teaching teams were rated by judges (who were principals, deans, and college consultants) individually and as teams on the bases of 10 background characteristics and eight personality characteristics, and completed a 16-factor personality questionnaire which included the personality characteristics on which they were rated. Also, a rating scale for each teacher, based on the 16 factors of the personality questionnaire, was completed by his school principal. Chi square analyses and tests of significance of the data showed that successful teaching team members held a higher degree, were teaching in their major field, and were more cooperative, stable, aggressive, enthusiastic, adventurous, shrewd, experimental, and self-controlled. In addition, it was found that school principals could not accurately assess personality traits necessary for effective team performance; therefore, critical performance scores for each personality factor examined in this study were identified to be used in selecting and assigning teachers to teams. (The first half of this report consists of a review of the literature concerning team teaching.) (SP)

ED 033 072 SP 003 108
Parker, John L.
Personnel Training at Adams High School.
Adams High School, Portland, Ore.
Note—18p.

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors:*Career Opportunities, College School Cooperation, *Field Experience Programs, *Inservice Teacher Education, Paraprofessional School Personnel

A proposed clinical training program for secondary school personnel was based on the principles of job regeneration through curriculum study and research, interprofessional training, and individual career advancement. Early and increasing delegation of instructional tasks and close supervision of both peers and superordinates are provided to trainees by an interdisciplinary, differentiated team of teachers and paraprofessionals working in a "house" (or division of a high school) in an atmosphere of close college-school cooperation. Training is offered in five integrated lines with career development steps for academic and vocational education teachers (starting with teacher associate and including teacher, team leader, and curriculum associate), social service workers in guidance and community work, administrators, research evaluators, and ancillary service em-

ployees in the areas of instructional media and materials, and secretarial, food, and custodial services. (SP)

ED 033 073 SP 003 109
Guidelines for Cooperating Teachers. Project on the Induction of Beginning Teachers.

National Association of Secondary School Principals, Washington, D.C.

Spons Agency—Carnegie Corp. of New York, N.Y.; National Association of Secondary School Principals, Washington, D.C.
Pub Date 69

Note—17p.

Available from—Project on the Induction of Beginning Teachers, National Association of Secondary School Principals, 1201 16th St., N.W., Washington, D.C. 20036 (\$1.00)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors:*Beginning Teachers, *Cooperating Teachers, *Teacher Orientation, Teacher Role

This booklet outlines a four-phase induction program for a small group of beginning teachers, a continuing process of orientation and professional growth throughout the first year of teaching: (1) During the Summer: The Importance of Being Prepared; (2) Orientation: Organize, Organize, Organize; (3) After School Starts: The First Semester of Mutual Adjustment; and (4) The Second Semester. Included for each phase is discussion of the cooperating teacher's advisory role (not supervisory or evaluative) along with suggested approaches, discussion topics, and activities that may be useful tools in assisting the beginner to examine his teaching situation. An annotated bibliography suggests 10 selected books and four pamphlet series as practical aids for program development. (SP 003 110 and SP 003 111 are related documents. A 150-frame, 25-minute filmstrip, "Thank God It's Friday," and accompanying record also available from the Association for \$12.00. Three documents plus filmstrip and record, \$13.50.) (JS)

ED 033 074 SP 003 110
Welcome to Teaching! Project on the Induction of Beginning Teachers.

National Association of Secondary School Principals, Washington, D.C.

Spons Agency—Carnegie Corp. of New York, N.Y.; National Association of Secondary School Principals, Washington, D.C.
Pub Date 69

Note—16p.

Available from—Project on the Induction of Beginning Teachers, National Association of Secondary School Principals, 1201 16th St., N.W., Washington, D.C. (4/51.00)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors:*Beginning Teachers, *Teaching

This booklet, reflecting the advice of those who have worked with the Project on the Induction of Beginning Teachers, contains lists of specific suggestions to aid teachers during their first year. There are five sections: (1) Summer, A Time for Preparing; (2) Orientation: Organize, Organize, Organize; (3) The First Semester: Mutual Adjustment; (4) Second Semester: Analysis and Growth; (5) A Word About Discipline. (SP 003 109 and SP 003 111 are related documents. A 150-frame, 25-minute filmstrip, "Thank God It's Friday," and accompanying record also available from the Association for \$12.00. Three documents plus filmstrip and record, \$13.50.) (JS)

ED 033 075 SP 003 111
Guidelines for Principals.

National Association of Secondary School Principals, Washington, D.C.

Spons Agency—Carnegie Corp. of New York, N.Y.; National Association of Secondary School Principals, Washington, D.C.
Pub Date 69

Note—10p.

Available from—Project on the Induction of Beginning Teachers, National Assn. of Secondary School Principals, 1201 16th St., N.W., Washington, D.C. 20036 (\$1.00)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors:*Administrator Role, *Beginning Teachers, *Teacher Orientation

This booklet outlines suggested procedures for administering a four-phase induction program for beginning teachers, a continuing process of orien-

tation and professional growth throughout the first year of teaching: (1) The Summer Before School Starts, (2) A Special Beginning Teacher Orientation to the School, (3) The First Semester, and (4) The Second Semester. Emphasis is on the principal's responsibility for the assignment of the beginning teacher and of the cooperating teacher and for the scheduling of released time for both to provide for regular group meetings designed to assist in the adjustment to teaching and the development of skills. The program outline notes the role of the cooperating teacher who is largely responsible for conducting the discussions, conferences, and activities which such an advisory program would include. An annotated bibliography suggests six books and two newsletters for use by the cooperating teacher. (SP 003 109 and SP 003 110 are related documents. A 150-frame, 25-minute filmstrip, "Thank God It's Friday," and accompanying record also available from the Association for \$12.00. Three documents plus filmstrip and record, \$13.50.) (JS)

ED 033 076 SP 003 155
American Historical Association Proposal in History Education.

American Historical Association, Washington, D.C.

Spons Agency—Indiana Univ., Bloomington.
Pub Date 68

Note—14p.

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors:Curriculum Development, *Educational Improvement, *History Instruction, *Institutes (Training Programs), Teacher Education

A 6-week institute has been designed to provide participants with the knowledge and skills necessary to strengthen history education and to transmit their knowledge to beginning and experienced teachers. Under the planning and direction of an advisory committee (composed of members of the American Historical Association), six interdisciplinary teams, each composed of a professional historian, a social studies educator, and a history teacher, will participate in activities designed to enable them to understand and create objectives in history, plan for innovative use of film and other media, analyze curricular materials available in history education from the viewpoints of content and method, use new teaching strategies and pose central questions for history education, and formulate definitions of history education in the context of a scholarly concern. Throughout the program, participants will devise training programs to be used as bases for individual and team efforts in improving history courses and teacher training programs in their schools, state and local education agencies, and higher education institutions after the institute. In addition, publicity has been arranged for these training programs by the American Historical Association, and efforts are being made to make them self-supporting. (SP)

ED 033 077 SP 003 205
Friedli, Robert LeRoy

Curriculum Development in a Teaching Team.

Weber County Schools, Ogden, Utah. Center for Team Teaching.

Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date May 67

Note—1p.

Journal Cit—Team Teaching; v1 n9 p3 May 1967

EDRS Price MF-\$0.25 HC-\$0.15

Descriptors:*Curriculum Planning, *Team Teaching

When building curriculums for children, members of development teams should go beyond team organizational problems and become aware of the individuality, the gregariousness, the differing patterns of physical and mental growth, and the varying experiences of children as well as the need for flexible grouping practices, learning reinforcement, and problem-centered curricular relevance. (SP)

ED 033 078 SP 003 206
Clarke, Don Cottle, Melvin A.

The Modular Approach in Teaming Social Studies at the Elementary Level.

Weber County Schools, Ogden, Utah. Center for Team Teaching.

Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date May 67

Note—1p.

Journal Cit—Team Teaching; v1 n9 p2 May 1967

EDRS Price MF-\$0.25 HC-\$0.15

Descriptors—*Schedule Modules, *Team Teaching

A teamed, modular approach to teaching elementary school social studies was developed to deal with individual student differences, to utilize teacher specialties and school facilities, and to increase student sense of responsibility in learning. The curriculum allowed each student to choose from alternative activities (such as lectures, special projects, or independent study) which are repeated so that each student can review or participate in each activity. As a result of this program, student achievement, initiative, and responsibility have increased greatly. (SP)

ED 033 079

SP 003 207

Boren, William R.

Team Teaching: How To Incorporate It into Our Schools.

Weber County Schools, Ogden, Utah. Center for Team Teaching.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Apr 69

Note—1p.

Journal Cit—Team Teaching; v3 n3 p3 Apr 1969

EDRS Price MF-\$0.25 HC-\$0.15

Descriptors—Program Development, *Program Planning, *Team Teaching

Team teaching, which provides added professionalism, increased teaching skill and specialization, and individualized learning, can be incorporated into schools by developing a firm philosophical rationale and commitment and by proceeding with sound planning and action. This involves considering the need for the understanding and support of the principal and teachers, open and honest criticism between teachers, expert help in planning a program, acceptance of educational change, and space for a variety of teaching activities. (SP)

ED 033 080

SP 003 208

Lunneborg, Patricia W.

A Psychologist's View of Teacher Aide Training at Seattle Community College.

Washington Univ., Seattle. Bureau of Testing.

Pub Date Jun 69

Note—22p.

Available from—University of Washington, Bureau of Testing, Seattle, Washington

EDRS Price MF-\$0.25 HC-\$1.20

Descriptors—Community Colleges, *Disadvantaged Youth, *Instructional Programs, *Job Training, Psychological Patterns, Student Attitudes, *Teacher Aides, Teaching Methods, *Training Objectives

Identifiers—New Careers

This document is an evaluation of a New Careers elementary teacher aide program offered by the Family Life Department of Seattle Community College and funded by the Office of Economic Opportunity. Based on classroom observations, interviews with instructors and students, and the guidelines laid down by Pearl and Riessman in New Careers for the Poor, the evaluation examines the effectiveness of teaching methods and curriculum in achieving the goals of the New Careers project and offers recommendations for improvement. The underlying emphasis of the recommendations is on the need for a reality-oriented approach—one which operates according to limited and achievable goals rather than impossible dreams; which recognizes the job of teacher aide as a worthy end in itself rather than as a step to further advancement; which gives top priority to practical job-related instruction rather than remedial and/or general education courses; which incorporates the standards and structure of the "outside world" rather than making "special provisions"; which recognizes the particular nature and needs of the type of student involved in the program and recruits and remunerates accordingly; and one which encourages openness and confrontation rather than evasion (particularly in matters involving "the middle-class guilt complex" of the instructors and the "resistance-to-change complex" of the students). (JS)

ED 033 081

SP 003 209

Claus, Karen E.

Effects of Modeling and Feedback Treatments on the Development of Teachers' Questioning Skills. Technical Report No. 6.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date Jun 69

Note—55p.

EDRS Price MF-\$0.25 HC-\$2.85

Descriptors—Elementary School Teachers, *Feedback, Models, Preservice Education, *Prompting, Questioning Techniques, *Teaching Models, *Teaching Skills, *Training Techniques, Video Tape Recordings

The effects of cueing procedures in modeling and in feedback treatments on the acquisition of teacher questioning behavior were investigated in order to determine if, as hypothesized, providing cues from a supervisor on the desired behavior during modeling and feedback treatments would increase the frequency of a teacher's use of higher-order questions (those that encourage more complex pupil thinking). A presentation-practice-feedback instructional paradigm was used within a microteaching format: (1) 10-minute pretest teaching session, (2) viewing of videotaped models displaying the criterion behavior, (3) practice in matching the model behaviors in a videotape microteaching session, (4) viewing the playback, (5) posttest teaching session. The 40 preservice elementary teachers were randomly assigned to four experimental conditions in a 2 x 2 fixed-effects design: (a) no cues in either modeling or feedback conditions, (b) cues only in feedback conditions, (c) cues only in model treatments, (d) cues in both training conditions. Transcripts of the teaching session were rated independently, using an eight-category system developed to rate the dependent variable questions. Analysis of variance produced findings supporting part of the hypotheses: it was concluded that in the acquisition of a complex teaching skill, observational learning with cueing is more effective than feedback, with or without cueing, in producing desired behavior change. (JS)

ED 033 082

SP 003 210

Lewy, Rafael A.

Individually Prescribed Instruction and Academic Achievement. A Report on an Experimental Project.

Pub Date Mar 69

Note—157p.

EDRS Price MF-\$0.75 HC-\$7.95

Descriptors—*Academic Achievement, Elementary School Mathematics, Elementary Schools, Elementary School Students, *Individualized Instruction, Language Arts, Teacher Role

A study was designed to measure the effect of an individually prescribed instruction (IPI) program on the cognitive achievement of fourth and fifth graders. The 141 IPI students studied had been exposed for two years to the program which involved 600 students in two schools; they were compared with 198 non-IPI students from control schools matched on geographic and socioeconomic factors. Achievement tests administered to each were the Iowa Test of Basic Skills, a part-Iowa Test, a free writing sample, an IPI language test, and an IPI math test. The data analysis on 53 variables (using factorial analysis of variance and the Scheffe formula of difference between means) divided students into grades, sex, schools, and IQ levels. No significant differences between groups was established, indicating that IPI and non-IPI students achieve equally well in the areas tested. Nonsignificant trends suggest, however, that (1) IPI as a method has been most effective in the language area; (2) in mathematics, IPI students do not achieve as well as non-IPI students; (3) fifth-grade girls in the upper intelligence levels tend to achieve better in non-IPI settings than their IPI counterparts; and (4) success of an IPI program depends on content, method of administration, student characteristics, and teacher role. (A 27-item bibliography and the math test and reading test are appended.) (JS)

ED 033 083

SP 003 211

Rogers, Luther H. Breivogel, William F.

The Nongraded School.

Florida Univ., Gainesville. Coll. of Education.

Pub Date 68

Note—50p.

Available from—Florida Educational Research and Development Council, College of Education, Univ. of Florida, Gainesville 32601 (\$1.00)

Journal Cit—Florida Educational Research and Development Council Research Bulletin, v4 n3 Fall 1968

EDRS Price MF-\$0.25 HC-\$2.60

Descriptors—Grouping (Instructional Purposes), *Nongraded System, School Organization, Self Contained Classrooms

This paper discusses research findings applicable to the nongraded plan of school organization (also referred to as ungraded, continuous progress, multigraded, multiaged, and ungraded primary unit). The introduction notes a rapidly increasing movement toward nongrading and defines the concept. Part 1, presents the case for and against nongrading and includes a list of the researchers' concluding observations and questions suggested for group discussion. Part 2, the research review, reports three types of studies: (1) survey-questionnaire studies which report the perceptions of educators in communities which have adopted the nongraded plan, (2) studies related to grouping practice which have a bearing on nongraded organizations, and (3) studies which compare nongraded organization with the traditional self-contained classroom. This section concludes with a critique of the research, noting conflicting findings and problems which make it difficult to generalize results to other situations. Part 3, "An Approach," contains a position statement and a list of steps for implementing an organizational plan with suggestions regarding organization, grouping of pupils, curriculum revision, equipment and materials, scheduling, evaluation, the library (laboratory for learning) and reporting to parents. The "Bibliography and Selected References" includes 37 books and 75 periodicals. (JS)

ED 033 084

SP 003 212

Teachers We Need.

Ohio State Univ., Columbus. Coll. of Education.

Pub Date Dec 67

Note—53p.

Available from—College of Education, 29 W.

Woodruff Ave., Columbus, Ohio 43210 (1.50)

Journal Cit—Theory Into Practice; v6 n5 Dec 67

Document Not Available from EDRS.

Descriptors—*Educational Change, Preservice Education, *Teacher Education, *Teacher Education Curriculum, Teacher Role, Teaching

This issue, with introduction by Charles M. Galloway, contains eight articles on the needed directions and content of teacher education: "A Search for Relevancy" (through theories of education, liberal education, and college-scholarship cooperation to prepare teachers as innovators in a multicultural world) by Don Davies; "Professional Education: The Discipline of the Act" (need for description of teaching methods; a new framework for graduate professional education) by Arthur W. Foshy; "The Need for a New Breed" (the disseminator's role in assuring application of research results) by Walter J. Marx; "The Long View of Teacher Education" (social and cultural effects on the present and on future expectations) by Donald P. Cottrell; "A Curriculum To Produce Career Teachers for the 1980's" (teachers to serve as instructional leaders and diagnosticians of pupil needs) by L. O. Andrews; "Redefining the Role of the Teacher" (new teacher behavior for the new technology) by Robert Bush; "Preparing Tomorrow's Teachers" (rationale and proposal for a common professional core) by George Denemark; "The Teacher Education We Need" (a variety of practical, competency-based programs with new content, new forms, and new institutional climate) by Kimball Wiles. (JS)

ED 033 085

SP 003 213

The Emerging Research Worker and His Needs. Report of the Convocation on Educational Research. (7th, Nov. 13-15, 1966).

Educational Research Association of New York State; New York State Univ. System, Albany.

Pub Date 66

Note—186p.

EDRS Price MF-\$0.75 HC-\$9.40

Descriptors—Disadvantaged Youth, Educational Administration, *Educational Research, *Educational Researchers, Instructional Media, *Professional Training, Programmed Instruction, *Research Methodology, Staff Role, Student Characteristics, Teacher Education

This report contains 73 addresses and papers presented at a convocation on the place of educational research in the larger social setting, and, more specifically, on the role that the educational

researcher can and will play. Major presentations focus on the topics of educational research and the accumulation of knowledge, curriculum modifications for the emerging research worker, needs of the researcher, and the question of whether the researcher shall be a computer scientist or a Renaissance man. Other talks consider such matters as research methodology, taxonomy, and the training of educational research workers. Papers presenting highlights of recent research deal with educational administration, Bayesian statistics, and curriculum and teaching. Symposia presentations include discussion of complex educational media, needed research in teacher education, and Title I of the Elementary and Secondary Education Act of 1965. Focusing on specific knowledge in the field, the 55 reports of current research (some of them abstracts) deal with such subjects as programed instruction, research related to disadvantaged children, concept formation, instructional mode, reading, teacher tenure laws, research methodology, and studies of high school and college student attitudes and personality characteristics. (JS)

ED 033 086 SP 003 214

Crenshaw, Joseph W. And Others
Florida Flexible Staff Organization Feasibility Study. Interim Report.

Florida State Dept. of Education, Tallahassee. Div. of Curriculum and Instruction.

Pub Date Feb 69

Note—73p.

EDRS Price MF-\$0.50 HC-\$3.75

Descriptors—*Differentiated Staffs, *Organization, *Pilot Projects, School Organization, State Departments of Education, State Legislation, *State Programs, State School District Relationship

The rationale and master plan have been developed, in accordance with legislative mandate, for the planning and implementation of a Flexible Staff Organization (FSO) feasibility study involving the operation of model FSO projects in selected Florida elementary and secondary schools. Objectives will be to explore patterns of staff utilization involving differentiated levels of instructional responsibility and compensation, individualized instruction, time flexibility, instructional support systems, personnel involvement in decisionmaking, and flexible use of physical facilities. The state legislature would provide primary funding for the operation of at least five pilot centers by local school systems, and the State Department of Education would set up an organizational network to coordinate model programs and would be responsible for the state-level operational components: research and evaluation, information dissemination, educational training, and operation and support. The proposed minimum time table outlines a 4-year schedule including Program and Functional Analysis Phase, Development and Staging Phase, Implementation of Pilot Models, Model Modification Phase, and Model Evaluation Phase. (Included in this progress report are the financial plan and budget, proposed funding legislation, organization and process flow-charts, and a 62-item bibliography on differentiated staffing.) (JS)

ED 033 087 24 SP 003 215

Stollar, Dewey H. And Others
Analysis and Interpretation of Research for School Board Members. Final Report.

Tennessee Univ., Knoxville. Dept. of Educational Administration and Supervision.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-0606

Pub Date 12 May 69

Grant—OEG-0-9-520606-0781-010

Note—305p.

EDRS Price MF-\$1.25 HC-\$15.35

Descriptors—Administrator Selection, Board of Education Policy, Board of Education Role, Collective Negotiation, Decision Making, *Personnel Policy, *Policy Formation, *School Administration, School Community Cooperation, *School Community Relationship, School Personnel, *School Policy, Teacher Evaluation, Teacher Militancy, Teacher Recruitment, Teacher Selection, Teacher Strikes

This document contains reports of research findings considered of special relevance for school board members. The introduction summarizes the project which involved selecting, abstracting, analyzing, and interpreting research on

27 topics. Each of the 27 resumes (written in "layman's language") includes questions, review of studies, implications, and references. Titles are Causes of Teacher Militancy; Community Support for Education: Elections Involving School Issues; Issues and Settlements in Teacher Strikes; Decisive Factors in Potential Strike Situations; Evaluation of School Public Relations Programs; Approaches to School-Community Relations; Public Opinion of the Schools; Trends in Teacher Strike Activity; Teacher Turnover: Why Teachers Leave Their Jobs; Public Expectations of Boards of Education; Mass Media in School-Community Relations; Teacher Interview and Selection Techniques; Joint Endeavors of the Community and School; Decision-Making and Budgets; Communicating with the Public; Recruitment Sources: Where to Find New Teachers; Decision-Making and Systems Analysis; Techniques for Recruiting Teachers; Teacher Evaluation Methods; Teacher Selection Practices: Summary of a Conference; Letters of Recommendation in Teacher Selection; School and Community Conflict; Power Structure Relation to School Boards; The Impact of Collective Negotiations upon the Schools; Decision-Making by Groups and Individuals; Adoption of Educational Innovations; School Board Participation in Administrator Selection. Appendixes include the advisory committee reports and 60 research abstracts. (JS)

ED 033 088 24 SP 003 216

Hofstetter, Arthur N.
Special Research Training Program for Public School Personnel.

West Virginia Univ., Morgantown.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-6-2184

Pub Date May 67

Grant—OEG-2-6-062184-1282

Note—16p.

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—*Educational Research, *Institutes (Training Programs), Program Design, School Personnel

Specific evaluative research training was provided for 47 public school personnel based on school-systemwide problems identified by trainees. Objectives were to provide research understanding, transfer of that understanding to an ongoing project, and development of ability to communicate research results. Individual and group instruction was given in research methods and evaluation, project planning and organization, and proposal writing. Two separate 4-week programs were conducted June 13 through August 5, 1966. To test the hypothesis that the amount of structure given to the program would influence the amount of learning and attitudes toward research, the first group was given a structured project-research-fundamentals-oriented program and the second an unstructured project-oriented program. A follow-up conference was held in January, 1967. When semantic differential measures of both groups were combined, favorable attitudes toward all research concept areas were indicated; achievement posttests showed acceptable progress in learning research methods and facts for both groups. The unstructured learning organization seemed superior (though not significantly so), influencing favorable attitudes toward more research concepts, better achievement performance, and greater satisfaction with workshop organization, visiting lecturers, and facilities. (Publicity materials are included.) (Author/JS)

ED 033 089 08 SP 003 217

Haines, Peter G. Rowe, Kenneth L.
A Seminar for Distributive Education Program Development Through Teacher Education. Final Report.

Michigan State Univ., East Lansing. Dept. of Secondary Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-7-0489

Pub Date 68

Grant—OEG-3-7-070489-3128

Note—42p.

EDRS Price MF-\$0.25 HC-\$2.20

Descriptors—*Distributive Education, Project Training Methods, *Teacher Educator Education, *Teacher Seminars

A 1-week national seminar was conducted in May 1967 (one section at Michigan State, one at

Arizona State) for 52 educators and researchers responsible for designing and administering training programs for teachers in the field of marketing and distribution. The major objective was to broaden participant understanding of the project method of instruction (a method which does not rely on the cooperative laboratory as an instruction vehicle) and its demands concerning preservice and inservice teacher education programs. Guest lecturers presented papers on several themes: Perspectives in Program Development in Distributive Education; Nature and Theory of the Project Method; Managing and Controlling Learning Experiences in the Classroom; Teacher Behavior in the Project Classroom; and Gearing Up Teacher Education Programs for Project Instruction. Small Task force groups of participants discussed the concepts and produced reports on implications for two areas of need: school and classroom, and teacher education. The papers and task force reports are contained in three seminar publications: one is a series of readings on the project plan in distributive education; the others are guidelines for implementing the plan in schools and through teacher education. (Included are discussion of a series of impacts the seminar has had on the profession—as evaluated 15 months later—and recommendations of the directors regarding continued efforts.) (JS)

ED 033 090 SP 003 225

Esbensen, Thorwald
Working with Individualized Instruction: The Duluth Experience.

Pub Date 68

Note—122p.

Available from—Fearon Publishers, 2165 Park Boulevard, Palo Alto, California 94306 (\$2.75) Document Not Available from EDRS.

Descriptors—*Behavioral Objectives, Building Innovation, *Differentiated Staffs, Educationally Disadvantaged, Elementary Schools, *Flexible Scheduling, Humanities Instruction, *Individualized Instruction, Inservice Teacher Education, Instructional Materials

Identifiers—Duluth, Elementary and Secondary Education Act (Title I), ESEA Title I, Project Criterion

This book describes a program of individualized instruction in action—a program which began in one elementary school, was adapted to the varying needs of other schools, and is now expanding in the direction of involvement of all of the students in the Duluth Public School system. The introductory chapter defines the ideal of individualization ("an arrangement that makes it possible at all times for each student to be engaged in learning those things that are most appropriate for himself as an individual") and identifies minimum requirements for its actualization (inservice work of volunteer teachers in the development of behavioral objectives, of materials relevant to these objectives, and of possible ways of approaching the central problem of classroom management in the formal school environment—differentiated staffing, flexible scheduling, room modification, student contracts, etc.). The final three sections describe the introduction of individualized instruction to three elementary schools and the ways in which the program proved adaptable to a wide variety of situations—to a very old school building and a newly designed one, to educationally deprived students and to able students involved in a humanities program, to a project with minimal outside financial support and one operating under a sizeable Title I grant. Sample materials, specific procedures, and evaluative observations of both practical and general value are provided throughout the book. (JS)

ED 033 091 SP 003 240

Preuss, William J.
The Initiation and Evaluation of a Human Relations Program Conducted by Teacher Training Students in an Elementary School. Final Report.

Concordia Teachers Coll., Seward, Nebr.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date Jun 69

Grant—OEG-6-8-008-009-0013-057

Note—118p.

EDRS Price MF-\$0.50 HC-\$6.00

Descriptors—Counseling, Elementary School Teachers, *Human Relations Programs, *Preservice Education, Self Concept, *Sensitivity Training, Student Attitudes, Student

Teacher Relationship, Teacher Attitudes, Training Techniques

An experimental human relations program was conducted in which sophomore teacher trainees were stimulated to develop a one-to-one relationship with an elementary school child. The basic objective was to enhance the development of acceptance of self, acceptance of others, and acceptance by others in both the trainees and the children. It was theorized that human relations instruction plus counseling would result in greater attitudinal change than would result from instruction only, or no instruction. There were four treatment conditions: (1) previous human relations training, (2) lecture and small group discussion in each of 10 areas of human relations principles, (3) individual and group counseling, (4) development of a relationship with a child randomly matched with the trainee. Four instruments were administered to trainees and four to students to measure self-concept, interpersonal values, attitudes, and personality. Although the analysis of posttest data did not produce statistically significant results, the study demonstrated that positive attitudinal and behavioral change can be transmitted from instructor to student to child through the approach utilized. (Included are the nonstandard instruments used, an outline of the instructional program, recommendations for program implementation, and bibliography.) (JS)

ED 033 092 SP 003 242

Stahly, Harold L. And Others
In Search of Meaning. Interdisciplinary Seminar in School Administration. Summary Report (Vol. II).
University of Northern Iowa, Cedar Falls.
Pub Date 69
Note—101p.

EDRS Price MF-\$0.50 HC-\$5.15

Descriptors—Administrative Organization, *Curriculum Development, *Educational Change, *Educational Strategies, Individualized Instruction, Inquiry Training, Instructional Design, *Interdisciplinary Approach, Learning Processes, *Teacher Education

The essential purpose of the five papers compiled in this report is to summarize, analyze, and interpret recent tendencies in educational theory and practice and their implications for "the heart of the educational process," i.e., the curriculum. The papers focus on general strategies or methodologies of instruction, rather than specific subject content, and represent an interdisciplinary approach (Dr. Harold Stahly, psychology; Dr. John Renner, science; Dr. Robert Hogan, language arts; Dr. John LeBlanc, mathematics; and Dr. William Gardner, social studies). Their titles and major emphases are as follows: "Psychological Aspects of Curricular Change" (applies principles of psychology to instructional methodology and to the more general problems involved in instituting educational change); "The Structure of School Science Programs" (calls for a science curriculum based on the nature and process of inquiry); "Recent Curriculum Trends in English" (emphasizes the importance of the human element-child-centered curriculum and individual teaching styles); "Changes in the Schools: Implications for Learning and Teaching Mathematics" (focuses on needed revisions of teacher training programs in light of recent developments); and "Search for Meaning—an Emerging Model for the Social Studies" (compares and contrasts traditional and emerging models, stressing need for inquiry-oriented, experience-based curriculum). (JS)

ED 033 093 SP 003 250

Learning Analysis: A PACE Project.
Routt County School Districts, Steamboat Springs, Colo. Child Study Center.
Pub Date Sep 69
Note—15p.

Available from—Child Study Center, Steamboat Springs, Colorado 80477

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—Educational Diagnosis, Elementary Schools, *Handicapped Students, *Inservice Teacher Education, *Learning Specialists, *Regular Class Placement, Resource Staff Role, Rural School Systems, *School Cares, Teacher Role

Identifiers—Elementary and Secondary Education Act Title III, ESEA Title III, PACE
The model program described in this Title III project report was developed "to eliminate the

need for segregated classes for handicapped children in remote school systems." The underlying assumption of the program is that, if the regular teacher is (1) supported by a staff of specially trained resource personnel whose roles are clearly defined and (2) offered inservice training in ways of recognizing and meeting the special needs of the physiologically or psychologically handicapped student, the needs of these children can be met both more efficiently and more effectively within the context of the regular classroom. Essential to this particular program, in which a school cadre works cooperatively to analyze the handicapped student's learning style and to develop creative and appropriate methods for responding to it, is a learning analyst (here referred to as a child-study teacher). His primary function is to serve as intermediary between the resource staff, the classroom teacher, and the individual student throughout the cycle of referral, preconference, observation, consultation, diagnosis, analysis, and postconference. By the end of the cycle it is expected that the competency of the classroom teacher will have been upgraded to the point that she will be able to assume the major responsibility for the continuing education of the handicapped child. (JS)

ED 033 094 SP 003 257

Clothier, Grant And Others
Preparing Teachers for Urban Schools: An Annotated Bibliography for Teacher Education.

ERIC Clearinghouse on Teacher Education, Washington, D.C.; Mid-Continent Regional Education Lab., Inc., Kansas City, Mo.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Aug 69

Note—43p.

EDRS Price MF-\$0.25 HC-\$2.25

Descriptors—*Annotated Bibliographies, *Disadvantaged Youth, Inner City, *Instructional Materials, *Preservice Education, Psychology, Socially Deviant Behavior, Sociology, *Urban Schools

This annotated bibliography developed by Cooperative Urban Teacher Education (CUTE) staff members presents a selective reading list for undergraduate teacher education candidates preparing to work in inner-city schools. An interdisciplinary team composed of a psychiatrist, a sociologist, and teacher educators categorized the 187 entries under the following headings: Teacher Education; Sociology (a) of education, (b) of the inner city, (c) of deviance; Psychology; and Nonprint Materials (films, records, etc.) related to each of the above fields. Primary attention was given to the inclusion of recent books in an attempt to select materials relevant to the assumption that "a prospective teacher would be better prepared for teaching in the inner-city environment if he: (a) understood both his own and his pupils' attitudes, insecurities, anxieties, and prejudices; (b) understood both his own and his pupils' environment and culture; and (c) was knowledgeable of and competent in reflective teaching methods for inner-city learners." (Author/JS)

ED 033 095 SP 003 260

Hunt, James R.
Hawaii Department of Education. Historical Development and Outlook.

Council of Chief State School Officers, Washington, D.C.

Pub Date 69

Note—29p.; Reprint from Education in the States: Historical Development and Outlook, Washington, D. C.: Council of Chief State School Officers, 1969.

Available from—Publications-Sales Section, National Education Association, 1201 16th St., N.W., Washington, D.C. 20036 (Stock No. 381-11904, \$1.00)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Administrative Organization, *Educational History, *Educational Legislation, *State Departments of Education, *State School District Relationship

Identifiers—Hawaii
In tracing the educational history of Hawaii from the days of the monarchy up to the present time, the uniqueness of the state is stressed in terms of (1) its highly centralized (and therefore simplified) administration and control of the schools and (2) its provision of "a high degree of

equal opportunity for education and an integration that has not been achieved by any of the other states. . . . The accomplishments of the various administrators under the monarchy, of the 18 territorial superintendents of education, and of the five superintendents since Hawaii achieved statehood" are reviewed followed by a brief summary of the current organizational structure and direction of the State Department of Education. Particular attention is given to matters related to educational legislation. (Related to ED 031 461.) (Author/JS)

ED 033 096 SP 003 262

Wilson, David A., Ed.

An Annotated Bibliography of Published Works from R & D Center for Teacher Education. R & D Report Series No. 22.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Pub Date Aug 69

Note—138p.

EDRS Price MF-\$0.75 HC-\$7.00

Descriptors—Administration, *Annotated Bibliographies, Individualized Instruction, Laboratory Schools, Personality Assessment, *Teacher Education, Teacher Education Curriculum, *Teacher Evaluation, Team Teaching

The first section of this publication is an index of the 112 entries, grouped according to the following main areas of research and development within the Center: administration (11 titles listed); the personalization of teacher education (25); assessment (30); the teaching laboratory (5); curriculum-based instructional approaches to teacher education (18); team teaching (7); and projects not currently in progress (16). The second section, arranged alphabetically by author, presents complete reference and availability information and an informative abstract of each study. (JS)

ED 033 097 TE 000 074

Sledd, James
Schoolroom Linguistics: The Hazardous Transition.

Pub Date 67

Note—9p.

Journal Cit—California English Journal; v3 n2 p5-13 Spring 1967

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—*Applied Linguistics, Diachronic Linguistics, Dialect Studies, *Educational History, *English Instruction, *Language Instruction, Language Research, Lexicology, Linguistics, Structural Grammar, Teaching Methods, Textbooks, *Traditional Grammar

The recent history and present state of linguistics in the English classroom present a dismal prospect. The structural-grammar textbooks of the forties and fifties were inadequate, and the grammars of the sixties, although improved by the influence of Chomsky and his colleagues, are still not as good as they should be. Also of questionable value are the efforts of conferences, curriculum centers, and summer institutes sponsored by the "Establishment." To improve conditions, frank but constructive opposition to current establishment-produced materials and procedures must be made by our best scholars, linguists, and teachers, for teachers themselves must ultimately determine what they are to teach. Simple obstructionism, however, is not the answer. The current emphasis on the importance of language studies requires that teachers decide either to teach the English language and educate themselves for the task or to relinquish the task to someone else. Goals that can be obtained despite the present dearth of adequate language-teaching materials should be made. Among the topics that can be taught well, now, are a scholarly and intelligent traditional grammar, lexicography, history of the language, and dialectology. (JM)

ED 033 098 TE 000 955

Frazier, Alexander, Ed.

New Directions in Elementary English: Papers Collected from the 1966 Spring Institutes on the Elementary Language Arts of the National Council of Teachers of English.

National Council of Teachers of English, Champaign, Ill.

Pub Date 67

Note—223p.

Available from—National Council of Teachers of English, 508 South Sixth Street, Champaign, Ill. 61820 (Stock No. 03800, HC \$3.50)

EDRS Price MF-\$1.00 HC Not Available from EDRS.

Descriptors—American English, *Composition (Literary), Composition Skills (Literary), Curriculum Development, *Elementary Education, *English Instruction, Grammar, Imagination, *Language, Language Development, Literary Analysis, Literary Criticism, *Literature, Non-standard Dialects, Poetry, Rhetoric, Teacher Education

Fourteen papers collected under three headings—literature, language, and composition—consider what lies ahead in the teaching of elementary school English. Papers on literature cover the role of literature in elementary English programs (Alan S. Downer), the necessity for developing the student's imagination (James E. Miller, Jr.), the nature of the analytic process in studying literature (Roy Harvey Pearce), and the relationship between the "knowledge explosion" and the values of traditional literature (Edward W. Rosenheim, Jr.). Papers on language treat what children need to know about language (Ruth G. Strickland), the distinction between competence and performance in language (Owen Thomas), the limitations of imitation in language acquisition (Philip B. Gough), sentence growth as explained by transformational generative grammar (Kellon W. Hunt), system and variety in American English (Raven I. McDavid, Jr.), problems of Negro speakers of nonstandard English (William Labov), and E. E. Cummings' creative manipulation of grammar (Priscilla Tyler). Three papers on composition discuss teaching the process of writing, the place of rhetoric in the preparation of composition teachers (both by Wallace W. Douglas), and the interrelationship of composition and literature in the elementary grades (Eldonna L. Evertts). (LH)

ED 033 099 **TE 001 308**

Gilpatrick, Naomi

Teaching Literature in the Elementary School.

Pub Date 68

Note—7p. Published by Bobbs-Merrill Company, Indianapolis, Ind.
Journal Cit—Education; v89 n2 p136-41 Nov-Dec 1968

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—Childrens Books, Creative Reading, Creative Teaching, *Elementary Education, English Instruction, Literature, *Literature Appreciation, Reading Development, Student Development, *Student Motivation, *Teaching Methods

To actively and pleasurably involve children in a wide variety of literature, a teacher can follow a "World's Fair model" to broaden each child's language ability while guiding him through the genres. The child, encouraged to develop an "allocentric" mode of perception, extends himself as he might at a fair to take in new objects and information for self-satisfaction. The teacher is free to explore with his students new children's books and to develop a wide repertoire of teaching strategies which, like the various exhibits at the Fair, will challenge each child, bring him out of his inertia, and stimulate his thinking in depth. (JM)

ED 033 100 **TE 001 433**

Puffard, Michael

Created Creative?

English Assn., London (England).

Pub Date 68

Note—4p.

Journal Cit—English: Literature, Criticism, Teaching; v17 n99 p90-3 Autumn 1968

EDRS Price MF-\$0.25 HC-\$0.30

Descriptors—Creative Ability, Creative Development, *Creative Expression, Creative Thinking, *Creativity, *English Instruction, Fine Arts, *Individual Development, Language, Literature, Originality, Secondary Education, Teacher Influence

The primary concern of the English teacher should be to develop the unique potential every student has for imaginative thinking and creative expression. The ability to think creatively stimulates the student's intellectual curiosity, frees him from the rigidity of social class values, religious dogma, and historical precedent, and enables him to attain self-knowledge and emotional stability. To foster student creativity, the teacher should (1) avoid establishing a "correct" standard of language usage or literature interpretation, (2) use the interests and values of the students in

selecting materials for the class, and (3) rediscover and expand his own latent creativity by writing poetry and prose and studying various forms of language usage. (MP)

ED 033 101 **TE 001 465**

The Changing Role of the Language Arts Teacher. Report of the Annual English Conference of the Metropolitan Detroit Bureau of School Studies (18th, Wayne, Michigan, March 5, 1968).

Metropolitan Detroit Bureau of School Studies, Inc., Mich.

Pub Date 5 Mar 68

Note—37p.

EDRS Price MF-\$0.25 HC-\$1.95

Descriptors—Administrator Role, Creativity, Educational Facilities, Educational Innovation, Educational Research, *Educational Trends, *English Instruction, Government Role, Inservice Teacher Education, *Language Arts, Organizational Change, Reading Material Selection, Retarded Readers, Schedule Modules, *Secondary Education, Teacher Attitudes, *Teacher Role, Teaching Methods

In this collection of papers, a number of educational innovations of recent years are applied to the language arts curriculum. Section one, compiled by recorders in conference study groups, examines (1) new materials and methods which are relevant for today's English teacher, (2) research findings and their implications for the classroom teacher, (3) such organizational patterns as modular scheduling applied to new instructional approaches, (4) the problems of providing suitable materials, techniques, and procedures to help the reluctant reader, and (5) the various roles of the teacher, the administrator, and the government in innovating and stimulating creativity and curriculum reform. Section two is comprised of an address by Thomas P. Ryan, "The Language Arts Teacher in 1970," in which he describes a future educational environment as including individualization of instruction and learning activity "packages," reorganization of schools and environmental management, massive curriculum reforms, and inservice workshops for the professional staffs of public schools. (JB)

ED 033 102 **TE 001 483**

Wallace, John And Others

Spelling Ability and the Probability Texture of English.

Pub Date Mar 68

Note—6p.

Available from—Dembar Educational Research Services, Inc., P. O. Box 1605, Madison, Wisconsin 53701 (single copy \$1.00)

Journal Cit—Journal of Educational Research; v61 n7 p315-19 Mar 1968

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Discrimination Learning, Elementary School Students, English Instruction, Junior High School Students, *Language Research, *Learning Processes, *Probability, *Spelling, Structural Analysis, Verbal Ability

Elementary and junior high school students took part in a test involving the probability texture of the language to determine whether spelling ability is related to a student's understanding of possible letter combinations in English words. Two similar groups of 124 fifth grade students and 129 eighth grade students were ranked in spelling ability by performance on the California Achievement Test, with those scoring lower than the 50th percentile classified as poor spellers. A test instrument was constructed of 120 five-letter nonsense words of four degrees of approximation to English, ranging from combinations most remote to English (xkijt) to those most similar to English (comer). Students were asked to select from the two words the one that looked most like English. The results of the study indicated (1) that good spellers performed better than poor spellers on the word-choice discrimination test except on problems of extreme difficulty, when performance of both dropped to chance levels, (2) that the relationship between spelling achievement and verbal intelligence was only moderate, and (3) that spelling achievement reflected, in part, increased knowledge of the probability texture of English. (MP)

ED 033 103 **TE 001 485**

Crowley, Richard R.

Lyric Poetry by Afro-American Writers, Grade 12.

Montgomery County Public Schools, Rockville, Md.

Pub Date 69

Note—46p.

Available from—Mr. Mason Nelson, Director of Supply Management, 595 Stonestreet Ave., Rockville, Md. 20850 (\$2.00 prepaid)

Document Not Available from EDRS.

Descriptors—American Culture, American Literature, English Instruction, Human Dignity, Imagery, *Lyric Poetry, Negro Attitudes, *Negro Culture, *Negro Literature, Negro Role, Poets, Racial Discrimination, *Self Concept, *Teaching Guides, Twentieth Century Literature

This unit on lyric poetry is organized around two themes which consistently appear in the works of contemporary black writers. The theme of "Negritude," the assertion of the black man's personal and historic identity, is conveyed by such poets as Waring Cuney, Mari Evans, and the two African poets, Leopold Senghor and David Diop. The other theme—an attempt to project through lyric expression a human experience beyond race—is represented by the works of such black poets as Countee Cullen, Gwendolyn Brooks, and LeRoi Jones. Teaching procedures, questions, activities, and poems are provided. (JB)

ED 033 104 **TE 001 511**

Jackson, Lorraine Morlock

Preference Scaling of Titles in English Composition.

Pub Date 68

Note—4p.

Available from—Dembar Educational Research Services, Inc., P. O. Box 1605, Madison, Wisconsin 53701 (single copy \$1.00)

Journal Cit—Journal of Educational Research; v61 n9 p395-97 May-June 1968

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Academic Ability, *Composition (Literary), *English Instruction, *Interest Research, Interest Tests, Junior High School Students, Low Ability Students, Personal Interests, Sex Differences, *Student Attitudes, Student Interests, *Student Motivation

To learn what essay titles appealed to seventh grade students, 40 female and 52 male California students rated each of 100 essay titles according to their interest in writing a composition based on that title. Also, the study was designed to contrast the title preferences of male, female, intellectually-bright, and intellectually-dull subgroups within the seventh grade population. Results revealed that (1) seventh grade students definitely preferred certain essay titles, particularly those related to their adolescent subculture, (2) males generally preferred titles involving sports, science, and animals, whereas females preferred titles covering a great diversity of subject matter, and (3) less intelligent students preferred concrete and personally relevant topics, whereas the intellectually bright students preferred more abstract titles concerning complicated issues. The study implied that since students' attitudes toward writing are significantly affected by the title assigned, teachers should consider the diversity of the class, as well as the educational objectives of the assignment, when choosing a theme topic. (MP)

ED 033 105 **TE 001 516**

Skipper, Charles E.

A Study of the Development of Creative Abilities in Adolescence.

Pub Date [69]

Note—99p.

Available from—Project Director, Living Arts Program, 612 Linden Ave., Dayton, Ohio 45403 (\$3.00)

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—*Creative Ability, *Creative Development, *Creativity Research, *Cultural Enrichment, Fine Arts, Originality, Personality Development, Personality Studies, Student Ability, Talent Development, Talented Students, Teaching Methods

Identifiers—*Living Arts Program

The purpose of this study, sponsored by an ESEA title 3 grant, was to evaluate the effectiveness of the Living Arts Program in developing creative behavior in adolescents. The subjects consisted of an experimental group of 188 students in grades 7-10 who took part in the Living

Arts Program for one semester and a similar group of students who did not. Each group was divided into high, middle, and low levels of creativity on the basis of scores on a "Things Done On Your Own Checklist." The data obtained from tests given to these students in October 1967 and January 1968 led to the following conclusions: (1) Females in the experimental group increased their aesthetic sensitivity and engaged in significantly more independent creative activities than did those in the control group. (2) Males and females in the experimental groups participated more actively in community cultural activities than did those in the control group, and increased significantly their creative thinking. (3) Students in the experimental group reported a positive self concept and believed themselves to have considerable imagination, curiosity, and creative personal qualities. The findings appeared to substantiate the theory that deliberate efforts to improve certain types of creative behavior can be successful. (MP)

ED 033 106

TE 001 517

Pyles, Thomas
Dictionaries and Usage.
Pub Date 69

Note—10p.; A chapter in "Linguistics Today," ed. Archibald A. Hill (New York: Basic Books, Inc., 1969), pp. 127-36.

Available from—Basic Books, Inc., 404 Park Ave., So., New York, N.Y. 10016 (\$6.95)

Document Not Available from EDRS.

Descriptors—*American English, *Dictionaries, English Instruction, Grammar, *Language Usage, Lexicography, Linguistics, Regional Dialects, Social Dialects, Standard Spoken Usage, *Traditional Grammar, Verbal Communication
Because the use of "good" grammar is directly related to status in American society, changes in grammatical usage are made slowly and cautiously. Current American linguistic attitudes are derived from two aspects of the early New England school tradition: the development of lexicography initiated in this country by Noah Webster, and the widespread, partial literacy fostered by the public school system. Lexicographers and linguists, whose grammar delineations are based on the actual usage of reputable speakers and writers, conflict with teachers whose classroom grammar taboos are based on arbitrary appeals to such extralinguistic factors as analogy, logic, and the historical development of the language. The efforts of distinguished linguists and the publication of enlightened dictionaries during the past generation have had little effect upon the educated public, who follows the prescriptive grammar learned in school and resists any usage changes. Perhaps in the next generation a grammar based on linguistic studies will be accepted. (JM)

ED 033 107

TE 001 519

Deane, Paul
Jack London: The Paradox of Individualism.
New York State English Council, Oswego.
Pub Date Dec 68

Note—7p.

Journal Cit—The English Record; v19 n2 p14-19 Dec 1968

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—*American Literature, Anti Social Behavior, *Conformity, *English Instruction, Naturalism, *Novels, Social Isolation, Sociological Novels, Symbolism, *Twentieth Century Literature

Identifiers—*Jack London

Because of their interest in naturalism and socialism, critics often overlook the major intellectual conflict in Jack London's work: the paradox of individualism. London regards society as affecting the individual in two ways: it either promotes individuality or it demands a conformity that undermines individualism. When society fails Buck in "The Call of the Wild," he is driven to self-reliance and forced to become an individual, whereas White Fang is punished for exercising his individuality. In "The Sea Wolf," London develops these two extremes of social influence in the socially-isolated Larson and the socially-conforming Van Weyden. London favors Van Weyden, who ultimately realizes his identity as an individual and applies his abilities to improve society while Larson remains aloof and ineffectual throughout the story. London criticizes the destructive nature of this dualistic society in "Martin Eden" and shows Martin's frustration at

a society that glorifies great individuals of history and literature but simultaneously ostracizes living nonconformists. Martin's suicide symbolizes London's paradoxical and inconclusive appraisal of the individual in and against society. (MP)

ED 033 108

TE 001 520

Sheridan, Harriet W., Ed.

Focus on Teaching the Humanities.

Minnesota Council of Teachers of English, Duluth.

Pub Date Apr 68

Note—15p.

Journal Cit—Minnesota English Journal; v4 n2 p23-50 Apr 1968

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Course Organization, Cultural Activities, *Curriculum Development, Educational Objectives, English Instruction, English Literature, Financial Problems, Fine Arts, *Humanities Instruction, Instructional Materials, Integrated Activities, Interdisciplinary Approach, *Secondary Education, Summer Programs, *Teaching Methods

Six articles on the problems in planning and executing a high school humanities program are collected here. Wallace Kennedy gives a partial listing of Minnesota teachers and schools that offer humanities in grades 11 and 12. Fred E. H. Schroeder takes up the problems of defining "humanities," selecting good teachers, preparing an interdisciplinary approach, funding the program, and organizing courses. Betty S. Stainer sketches the philosophy and development of units and materials used in a program in 12-grade humanities at Lincoln High School, Bloomington, Minnesota. Martin C. Wiltgen surveys three ways of structuring humanities courses (historical, philosophical, and aesthetic approaches) and evaluates methods of teaching them. David Wee describes the plans, activities, and results of a summer institute in the humanities for talented secondary school students. William D. Elliott presents a case for teaching more world literature written in English, such as Henry Handel Richardson's Australian trilogy, "The Fortunes of Richard Mahoney." (LH)

ED 033 109

24

TE 001 525

Lindsey, Alfred J.

A Program of Professional Readings for Secondary School English Teachers. Interim Report.

Illinois State-Wide Curriculum Study Center in the Preparation of Secondary English Teachers (ISCPET), Urbana.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-0789

Pub Date Jul 69

Contract—OEC-5-10-029

Note—65p.

Available from—Alfred J. Lindsey, Jr., English Department, Western Illinois University, Macomb, Illinois 61458 (Free or on loan).

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Adult Reading Programs, Effective Teaching, *English Instruction, *Inservice Teacher Education, *Professional Continuing Education, *Reading Materials, Secondary Education, Teacher Attitudes, *Teacher Improvement, Teaching Methods, Teaching Quality

Identifiers—Project English

This study involving 76 English teachers in Illinois high schools with enrollments of less than 350 was undertaken to investigate the use of professional readings for correcting weakness in teacher preparation and for bringing new information to the teacher, to evaluate the effectiveness of these readings on the thinking and teaching procedures of the teachers, and to make recommendations concerning reading programs for teachers. A questionnaire survey listing pedagogical applications of ideas in the articles was administered both before and after the readings were completed. The data indicated a positive change in attitude for 12 of the 40 statements on the questionnaire. The teachers planned 1,295 changes in teaching performance as a result of the readings. Concerning 84 statements of possible pedagogical changes suggested by the articles, each teacher claimed a mean of 13 changes in his teaching due to the articles, and a total of 13 planned changes for the future were listed. These results indicated that professional

readings can change teacher attitude and performance, and that a broad program of readings is an effective method in updating English teachers. (Questionnaires, a sample rating sheet for articles, and a list of readings on language, composition, reading and inductive teaching are included.) (Not available in hard copy due to marginal legibility of original documents). (Author/MP)

ED 033 110

TE 001 526

Shaw, Jean Duncan

An Historical Survey of Themes Recurrent in Selected Children's Books Published in America Since 1850.

Pub Date 66

Note—325p.; Ed.D. Dissertation, Temple University.

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 67-11,437, MF \$4.20, Xerography \$14.65)

Document Not Available from EDRS.

Descriptors—American Culture, *American History, *Childrens Books, Cultural Context, Folklore Books, Legends, Literature, *Political Influences, *Reading Interests, *Socioeconomic Influences

A study was undertaken to learn if the values of American culture from 1850-1964 were reflected in children's books of that period. Themes in the books were categorized, and the books were related to the historical, political, and social events of their year of publication. Only children's literature, fiction, and "trade" books published in American were surveyed, but some favorite stories, originally produced in other countries and republished in the United States, were included. A comparison of the six theme categories with the specific times in American History when they enjoyed greatest popularity indicated that a relationship existed between social, cultural, and economic influences and the story themes: (1) the "Search for Values," (2) "Problems of Growing Up," (3) "Travel and People of Foreign Lands," (4) "Success and Adventure Stories," (5) "Fun and Fairy Tales," and (6) the "Urge to Know." (Author/MP)

ED 033 111

TE 001 529

Cues for a New Spelling Curriculum.

Kentucky State Dept. of Education, Frankfort.

Pub Date [68]

Note—18p.

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—American English, Applied Linguistics, Computer Oriented Programs, Curriculum Development, *Educational Research, *English Instruction, *Graphemes, Language, Language Research, Morphology (Languages), Orthographic Symbols, *Phonemes, *Spelling, Spelling Instruction

A recent study was conducted at Stanford University to determine the degree of correspondence between phonemes and graphemes in English. In past attempts to achieve universal literacy, language reformers have proposed a revised alphabet of one grapheme for each phoneme, a change which anti-reformers have insisted would be costly. Modern linguists, on the other hand, have suggested that the key to spelling consists in understanding the system that determines the orthographic sound-symbol relationship. The computer in the Stanford study classified and sorted 17,310 commonly used words according to a set of rules devised by the researchers for defining the American English language. The results indicated that over 49% of the words could be spelled correctly using phonological clues and that another 36% could be spelled with only one error. Utilizing the findings of the Stanford study, educators can develop a new sequential, structured spelling curriculum that will help students understand the basic relationship between sounds and orthographic symbols in English. (JM)

ED 033 112

TE 001 530

New Directions: New Dimensions, English Language Arts in Kentucky.

Kentucky State Dept. of Education, Frankfort.

Pub Date 68

Note—122p.

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Able Students, Applied Linguistics, College Preparation, Creative Writing, Dramatics, Elective Subjects, *English Instruction,

Enrichment Activities, Honors Classes, Individualized Instruction, *Instructional Innovation, Language Instruction, Newspapers, Reading Improvement, Slow Learners, *Special Programs, *Teaching Methods

Twenty-nine articles in this publication describe the efforts of Kentucky educators to keep pace with accelerating educational change and recognize the outstanding work of local school systems and individual teachers. New directions in English programs are discussed first: the flexibility provided by English electives and individualized instruction programs, the new emphasis on linguistically-oriented programs in secondary education, special programs for able students, more realistic programs for slow learners in English and the social sciences, and the improvement of reading proficiency. The articles of the second part of the publication present new dimensions to broaden and deepen language arts instruction: newspapers in the classroom; creativity through the use of prints, special projects, and poetry; and new teaching techniques and learning activities, such as dramatics and experimental writing. [Not available in hard copy due to marginal legibility of original document]. (LH)

ED 033 113

TE 001 532

Goldshalk, Fred I.

A Survey of the Teaching of English in Secondary Schools.

Educational Testing Service, Berkeley, Calif.

Report No.—TDR-69-8

Pub Date May 69

Note—37p.

EDRS Price MF-\$0.25 HC-\$1.95

Descriptors—Authors, Books, Class Activities, *Composition (Literary), English Curriculum, *English Instruction, Grade 11, Grade 12, Grading, *Language, Linguistics, *Literature, Literature Appreciation, Reading Materials, *Secondary Education, Teaching Methods, Writing

To indicate what high school students have actually studied during the previous 10 years of changing secondary school curricula, this document reports the findings of a questionnaire survey conducted among 2,247 students who took the 1965-66 College Entrance Examination Board's English Composition Test. The report is divided into three parts—composition, language, and literature—and the data is organized so that the relative emphasis upon various instructional activities, as reported by the students, will be apparent. Some of the topics covered are the frequency of composition assignments, grading, linguistic subjects studied, literature read, and skills practiced. The facts presented are interpreted to help teachers improve their instruction. (JM)

ED 033 114

TE 001 533

Sauer, Edwin H.

Sequence and Uniformity in the High School Literature Program.

Metropolitan Detroit Bureau of School Studies, Inc., Mich.

Pub Date 28 Mar 63

Note—16p.; Address before the 13th Annual English Conference of the Metropolitan Detroit Bureau of School Studies, Detroit, Michigan.

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—Classical Literature, Comedy, Curriculum, *Curriculum Design, Drama, *English, English Instruction, Literary Genres, Literary History, *Literature, Mythology, Novels, Poetry, Satire, *Secondary Education, *Sequential Programs, Thematic Approach, Tragedy

A good, sequential literature program for secondary school students should deal simultaneously with literary forms, with the chronological development of literature, and with broad themes of human experience. By employing the abundance of teaching aids, texts, and improved foreign translations available today, an imaginative planned program can help students discover themselves as well as become aware of their cultural heritage and rapidly changing world. In grades 7-9, such a program should include mythology from all periods and cultures, the literature of the great heroes from Agamemnon to Robert E. Lee, and the mystery or cycle plays of the English Middle Ages. In grades 10-12, the lyric poem, satire and irony, the comic and tragic hero, the comedy of manners, the "problem" drama, the historical romance, the so-

cial novel, the novel of sensibility, the theme of movement, and such non-literary components as current events may be covered. (JB)

ED 033 115

TE 001 534

Putsch, Henry E.

Focus on Young Film Makers: Student Film Making—Types and Techniques.

Pub Date Nov 68

Note—3p.

Journal Cit—Educators Guide to Media & Methods; v5 n3 p50-1 Nov 1968

EDRS Price MF-\$0.25 HC-\$0.25

Descriptors—Cartoons, Exchange Programs, *Film Production, *Films, Film Study, Mass Media, Sound Effects

Identifiers—*Young Film Makers Exchange

Brief descriptions of 10 styles of student film making include references to specific films employing the techniques. The styles of film making listed are animation, pixillation animation, collage, draw-on, documentary, bio-documentary, story line, impressionistic, commercials, and the school film. Directions for submitting films to the Young Film Makers Exchange are given, and films for rental are listed. (LH)

ED 033 116

TE 001 539

Simon, Myron, Ed.

Concepts of English 1964: Traditions and Innovations. Report of the Annual English Conference of the Metropolitan Detroit Bureau of School Studies (14th, Ferndale, Michigan, March 12, 1964).

Metropolitan Detroit Bureau of School Studies, Inc., Mich.

Pub Date 12 Mar 64

Note—50p.

EDRS Price MF-\$0.25 HC-\$2.60

Descriptors—*Composition (Literary), *Educational Trends, English Curriculum, *English Instruction, Individualized Instruction, Language Patterns, *Linguistics, Motivation Techniques, *Secondary Education, Structural Linguistics, Teaching Methods, Traditional Grammar, Transformation Generative Grammar, Transformation Theory (Language)

Traditions and emerging trends in the teaching of linguistics and composition are examined in this collection of papers. Joseph Mersand predicts a future emphasis on the subject of English as a discipline, leading to a more adequate preparation and increased supervision of English teachers and a greater stress in the classroom on written composition, the study of language development, sophisticated uses of instructional materials, and individualized instruction. Robert Donaldson charges that, despite a revolution in the field, few English teachers have incorporated linguistic insights into their classroom practices. Harold King surveys the growth of scientific investigations into language structure, and Marvin Greene articulates the role of linguistics in the teaching of English. Joe Darwin Palmer elaborates on Noam Chomsky's theory that transformational grammar can provide sets of rules to generate all the correct sentences in the English language, and Samuel Stone suggests some classroom applications of generative grammar. Floyd Bergman describes an individualized, sequential program to eliminate some of the problems in teaching composition, and Henry Maloney indicates methods of improving the content of junior high school compositions. (JB)

ED 033 117

TE 001 540

Golub, Lester Stanley

Syntactic and Semantic Elements of Students' Oral and Written Discourse: Implications for Teaching Composition.

Pub Date 67

Note—126p.; Ph.D. Dissertation, Stanford University.

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 67-17,427, MF \$3.00, Xerography \$6.20)

Document Not Available from EDRS.

Descriptors—*Composition (Literary), Composition Skills (Literary), Discourse Analysis, English Instruction, *Evaluation Criteria, Guidelines, Language Usage, Linguistic Patterns, Linguistic Performance, Linguistics, Oral English, Oral Expression, *Semantics, *Syntax, Verbal Communication, Writing Skills

The purpose of this study was to determine statistically significant linguistic features of oral

and written discourse rated quite high or low by teachers, and to make recommendations based on these findings to supplement existing guidelines for teaching composition. Fifty-five paired oral (tape-recorded) and written compositions were elicited under uniform stimulus conditions from a homogeneous group of 11th-grade students. The compositions were rated on a 1-7 scale by three teachers according to organization, use of conventions, critical thinking, effectiveness, and appropriateness. A frequency count of 35 linguistic items was made for each composition sample rated among the 10 highest or 10 lowest by each teacher. An analysis of the differences among these compositions revealed that (1) teachers rated oral and written discourse equally, (2) male students were rated as better speakers and female students as better writers, (3) students who spoke first did not receive higher ratings than those who wrote first, and (4) significant differences existed in oral and written usage of 8 of the 29 linguistic items frequently encountered among the high and low papers. The results of the research led to 14 recommendations for improving composition instruction. (JM)

ED 033 118

TE 001 541

Judy, Stephen Nelson

The Teaching of English Composition in American Secondary Schools, 1850-1893.

Pub Date 67

Note—365p.; Ph.D. Dissertation, Northwestern University.

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 67-15,256, MF \$4.70, Xerography \$16.45)

Document Not Available from EDRS.

Descriptors—College School Cooperation, *Composition (Literary), *Educational History, *English Instruction, Grammar, Logical Thinking, Rhetoric, *Secondary Education, Teaching Methods, Textbooks, Writing Exercises

During the first half of the 19th century, written composition was seldom taught in American high schools. Speech writing was the only writing required of high school students until the mid 1800's when associationist psychology, with its emphasis on developing thinking habits through systematic, realistic exercise instead of memorization and recitation, began to influence instruction. Although the rules of grammar and rhetoric received primary focus from most educators, new textbooks appeared during the third quarter of the century which were devoted to the study of composition. In 1870, colleges began adding composition requirements to their entrance examinations; but it was not until 1893 with the National Education Association's "Report of the Committee on Secondary School Studies" that most practices recommended by the colleges were given "official" sanction by the educational establishment of the period. (Author/MP)

ED 033 119

TE 001 542

Appleby, Bruce Charles

The Effects of Individualized Reading on Certain Aspects of Literature Study with High School Seniors.

Pub Date 67

Note—150p.; Ph.D. Dissertation, The University of Iowa.

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 67-16,771, MF \$3.00, Xerography \$7.00)

Document Not Available from EDRS.

Descriptors—*English Instruction, Fiction, *Grade 12, Individualized Instruction, *Individualized Reading, *Literature Appreciation, Literature Programs, Reading Programs, Teaching Methods

This study was conducted to determine the effects of individualized reading as a literature teaching method in the secondary school. Seniors in two high schools were divided evenly into three groups, each group having 65 students representing four levels of ability to interpret literary materials. The experimental group was assigned to two sections of Individualized Reading in which students individually chose reading materials which they later discussed with the teacher. One control group was composed of students who had requested individualized reading but who were enrolled instead in an elective English class or no class. A second control group in a different school was composed of students using

a basic anthology of literature. At the end of one semester, all students were given two standard tests. Results indicated that, regardless of the literature instruction method, high school seniors derived similar satisfactions from reading fiction for pleasure. Also, students who experience individualized Reading appreciate more the techniques of fiction, have fewer dislikes of fiction, and find more satisfaction in the contributions of literature to broadening their fields of interest, improving their understanding of themselves, and informing them about personal relations, socio-civic matters, and philosophy of life and religion. (Author/JM)

ED 033 120

TE 001 543

Ewing, June Brooks

A Study of the Influence of Various Stimuli on the Written Composition of Selected Third Grade Children.

Pub Date 67

Note—155p; Ed.D. Dissertation, Columbia University.

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 68-5044, MF \$3.00, Xerography \$7.20)

Document Not Available from EDRS.

Descriptors—Aural Stimuli, *Composition (Literary), Composition Skills (Literary), Creative Writing, *English Instruction, Evaluation Techniques, Grade 8, Language Usage, Pictorial Stimuli, *Stimuli, *Student Reaction, Visual Stimuli, Writing Exercises

This study analyzed the effect of various stimuli on the number and kinds of words produced, the number and length of grammatical structures formed, and the quality of writing produced under four stimulus conditions. Third-grade students from Clarke County, Georgia, wrote compositions after (1) being asked to write a story (minimal stimulus); (2) listening to musical selections (auditory stimulus); (3) viewing a film without words (visual); and (4) drawing a picture (motor). Five judges rated the over-all quality of the compositions from 1 to 4. Frequency counts were made of the total number of words used, the number of different words used, the number of different sentence structures used, and T-unit length. Judged highest in over-all quality were compositions written under minimal stimulus, followed in order by those written under auditory stimulus, visual and motor stimuli. T-unit length correlated with over-all writing quality, but for the other language measures used in the study, visual stimulus proved most effective and motor stimulus, least effective. Sex, intelligence, and socioeconomic level were found to have varying effects upon the students' writings. (Author/JM)

ED 033 121

TE 001 547

Gove, Philip B.

Usage in the Dictionary.

Pub Date Jan 66

Note—9p.

Journal Cit—College English; v27 n4 p285-92 Jan 1966

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—American English, *Dictionaries, English Instruction, Language Patterns, *Language Research, *Language Usage, Lexicography, Standard Spoken Usage

To understand decisions made concerning language usage in "Webster's Third New International Dictionary," it is necessary to realize what standard usage is and how it changes. The definition of standard usage, given in 1932, as that language used by well-educated persons remains valid and depends more and more on professional writers for guidance. The far-reaching liberalization of both written and spoken language since the Second Edition of "Webster's New International" is reflected in the usage of professional writers. Consequently, the label "colloquial" has become unnecessary as a dictionary classification, especially since sharp distinctions between formal and informal language usage are not always clear. Examples of specific word changes connected with the Third Edition are the spelling of "all right" and "callus" and the inclusion of "gimmick," "corny," and "spendiferous" as acceptable rather than slang. (JM)

ED 033 122

TE 001 550

Faux, Patricia Larsen, Charlotte

Integration of English.

Pub Date Apr 69

Note—5p.

Journal Cit—Arizona English Bulletin; v11 n3 p11-15 Apr 1969

EDRS Price MF-\$0.25 HC-\$0.35

Descriptors—Course Organization, English Curriculum, *English Instruction, Fused Curriculum, *Integrated Activities, *Integrated Curriculum, Junior High School Students, Language Arts, *Language Skills, Literature, *Teaching Methods, Thematic Approach

Language skills should be taught in an integrated curriculum that combines usage, composition, literature, reading, and spelling. In such a curriculum, the teacher has a wide choice of procedures and materials, the student sees language applied in realistic situations, and the individual skills and concepts reinforce each other. Since no one book presents such a completely fused curriculum, the teacher must plan his own program to meet the students' needs, correlating teaching activities with the focus and goals of the unit and with the literary works available. If the school is not departmentalized, integrated curriculums can also be set up between teachers of English and teachers of science, history, health, and home economics. In core curriculums, where one teacher is responsible for language arts and social studies, American history or civics can be integrated with the English curriculum. (Activities and lesson plans for the first week of a 4-week thematic literature unit, "Fear," are outlined.) (LH)

ED 033 123

24

TE 001 551

Montag, George E. And Others

An Oral-Audio-Visual Approach to Remedial Writing. Final Report.

Jefferson Coll., Hillsboro, Mo.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-F-086

Pub Date 15 Jun 69

Grant—OEG-6-9-008086-0044-010

Note—37p.

EDRS Price MF-\$0.25 HC-\$1.95

Descriptors—*Audiovisual Aids, College Freshmen, *Composition Skills (Literary), *English Instruction, Experimental Teaching, Expository Writing, Oral English, Remedial Courses, *Remedial Instruction, Remedial Programs, Rhetoric, *Teaching Methods, Traditional Grammar, Writing Exercises

This study was undertaken to determine whether an oral-audio approach to remedial composition instruction for college students would be superior to the traditional grammar and rhetoric approach. For one semester, four classes of remedial writing at Jefferson College in Missouri served as experimental groups in which ideas and sound were stressed while grammar and concepts of correctness were eliminated. Three classes served as control groups in which traditional teaching methods were used. Experimental classroom sessions were divided into two parts: a thought stimulation period, exposing students to such motivational aids as films, slides, prints, cartoons, or recordings; and a writing session, occasionally preceded by a discussion period. Pre- and post-test composition samples of the experimental and control groups plus the results of the Cooperative English Test provided evaluation data. Results indicated that students taught by the experimental method learned to write as well as those taught by the traditional grammar method. (A list of classroom aids, a suggested semester course outline, and evaluations of composition samples are appended.) (JM)

ED 033 124

24

TE 001 552

Purcell, Edna Jean

Interdisciplinary Arts and Humanities Programs and Cultural Centers for Elementary Schools, Title III. Final Report.

Ball State Univ., Muncie, Ind.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-E-149

Pub Date Aug 69

Grant—OEG-5-9-245149-0041-010

Note—272p.

EDRS Price MF-\$1.25 HC-\$13.70

Descriptors—Anthropology, College Role, Cross Cultural Studies, Cultural Context, Culture, *Elementary Education, *Evaluation Methods, Financial Support, Fine Arts, History, Humanism, *Humanities, *Humanities Instruction, *Interdisciplinary Approach, Literature, School Community Relationship, Self Concept, Values

This study, funded under an ESEA Title III grant, evaluates the current practices and problems of interdisciplinary arts and humanities programs in the elementary school. Involved in the study were all Title III Arts and Humanities and PACE programs, selected educators influential in the development of interdisciplinary studies, and selected elementary school programs not funded under Title III. Information was obtained from literature of the programs, observations of the projects, interviews, personal correspondence, and questionnaires. The role that higher education played in innovative interdisciplinary programs was particularly noted. Other major problems on which information was obtained were those involving personnel; school-community relations; financing; curricular planning, content, and operations; availability and use of facilities, materials, and human resources; and teacher education. On the basis of the data collected, guidelines were suggested for planning and maintaining an interdisciplinary program. (An extensive bibliography and appendices analyzing over 140 interdisciplinary programs are included.) (JB)

ED 033 125

TE 001 553

Campbell, Laurence R.

Business Policies and Procedures of High School Newspapers.

Quill and Scroll Foundation, Iowa City, Iowa.

Pub Date 69

Note—218p.

EDRS Price MF-\$1.00 HC-\$11.00

Descriptors—Business Skills, Cocurricular Activities, Expenditures, *Faculty Advisors, Financial Needs, *Financial Policy, *Financial Problems, Financial Support, *Journalism, Money Management, *School Newspapers

The purpose of this inquiry was to identify the current business policies and procedures of high school newspapers in the United States and to determine whether such an appraisal could be used to achieve higher standards in both education and journalism. Most of the data was gathered in early 1968 by questionnaires sent to 348 public and 68 non-public schools listed in the state directories of Maine, Virginia, Ohio, Missouri, Texas, and California. The five areas studied were the newspaper's financial status, expenditures, circulation, advertising, and subsidies and other sources of revenue. Some conclusions made from the study were that (1) many high schools have not solved the problem of financing their newspapers through student support, subsidies, or advertising; (2) business management is frequently casual because few advisors have specific preparation in business procedures and the staff is more interested in editorial activities, and (3) schools which offer journalism courses and schools whose newspaper advisors have a minor in college journalism are more successful in business operations than those lacking such advantages. (LH)

ED 033 126

TE 001 554

Chisholm, William

The New English.

Pub Date 69

Note—119p.

Available from—Funk & Wagnalls, 380 Madison Avenue, New York, New York 10017 (\$6.95)

Document Not Available from EDRS.

Descriptors—*Applied Linguistics, Communication (Thought Transfer), Composition (Literary), Educational Objectives, *English, English Curriculum, *English Instruction, *Grammar, Language Instruction, *Language Research, Linguistics, Literature, Reading Instruction, Structural Linguistics, Transformation Generative Grammar

This book is an introduction to the "new" English which utilizes knowledge gained from studies and basic research to achieve practical, intelligent goals for instruction in English. The first chapter defines the new English as a study that leads students to a critical appreciation of all forms of communication, that provides them with insights into the structure of English and language in general, and that frees them to discover their own styles in speaking and writing. In the second chapter, some of the more important things known about language—e.g., its evolution, its systematic qualities, and its arbitrary conventions—are pointed out. The third chapter describes the work of the linguist and the science of language study, and presents a model of structural gram-

mar for analyzing sentences. A description of transformational-generative grammar and the application of structural and transformational grammar in the classroom, particularly for the analysis of intonation and the teaching of dialectology, are discussed in the fourth chapter. The final chapter takes up the new aims and techniques that have been developed for teaching literature, composition, and reading. (LH)

ED 033 127

TE 001 555

Riemer, George

How They Murdered the Second "R".

Pub Date 69

Note—322p.

Available from—W. W. Norton & Company, Inc., 55 Fifth Avenue, New York, New York 10003 (\$7.95)

Document Not Available from EDRS.

Descriptors—Alphabets, *Composition (Literary), Composition Skills (Literary), Creative Expression, Creative Writing, English Curriculum, English Departments, *English Instruction, Grade 1, *Initial Teaching Alphabet, *Phonetic Transcription, Reading Materials, Student Development, Teacher Education, Teaching Methods, *Writing, Written Language

This book suggests that first graders could express themselves on paper more easily and naturally if they were taught the Initial Teaching Alphabet (i.t.a.). The chapters take up (1) the neglect of writing skills in a reading-oriented nation, (2) a comparison of the writing performance of students who learned the i.t.a. with that of students who learned traditional orthography in the early grades, (3) the stifling effect of the Dick and Jane basal-reader system upon young writers, (4) the failure of departments and graduate schools of English to encourage a "common-sense sequence of elementary-writing instruction," (5) the value of a writing-oriented curriculum based on the i.t.a. in facilitating the intellectual and emotional development of the beginning student, (6) the advantages of the writing-oriented curriculum, and (7) the objections raised by reading-oriented education specialists when attempts are made to introduce writing skills into the school curriculum. (JM)

ED 033 128

TE 001 557

Ripley, Robert M.

Maps for English Composition.

Pub Date 67

Note—14p.

Journal Cit—The School Review; v75 n4 p401-13 Winter 1967

Document Not Available from EDRS.

Descriptors—*Composition Skills (Literary), Constructed Response, *English Instruction, Models, *Programmed Instruction, Programing, *Sequential Learning, Sequential Programs, *Teaching Methods, Teaching Styles

The purpose of a study undertaken by the Center for the Cooperative Study of Instruction was to learn if a set of instructions could be prepared for students of composition which would indicate in behavioral terms what kind of writing was expected of them. These instructions, called "cognitive maps" consisted of a strategy and an exemplar which was to serve as a model for student writing. Four improvements in writing were stressed: better organization, better topic and concluding sentences, better use of detail, and development of a sense of audience and purpose. The study also tested the influence of the teaching method on the effectiveness of the maps. Two methods were used to present the maps to the students: the programmed and highly-structured "errorless teacher" method, and the verbally-oriented and more casual "dialectic" method. The results of three experiments conducted with five teachers and 300 juniors, sophomores, and freshmen in two suburban high schools revealed that (1) maps bridge the communications gap between teacher and student, (2) maps enhance the quality of students' writing, and (3) the errorless method of teaching appears to be superior to the dialectical method in improving student achievement. (MP)

ED 033 129

TE 001 558

Nolan, James Lyons, Rita

Bibliographic Guide for Advanced Placement: English.

New York State Education Dept., Albany.

Pub Date 65

Note—25p.

EDRS Price MF-\$0.25 HC-\$1.35

Descriptors—*Advanced Placement, Advanced Placement Programs, *Bibliographies, Biographies, *English Instruction, Fiction, *Library Materials, Periodicals, Poetry, Reference Books

This bibliographic guide is intended to aid schools in improving their collections of reference materials for Advanced Placement courses. Books and periodicals are listed in groups costing \$500 each. The first group is a basic collection of over 140 items; the second group is a listing of over 120 items to be added for a more extensive collection. Also listed are "Barron's" Studies in English and Continental Literature" (11 items), the University of Minnesota's "Pamphlets on American Writers" (28 items), the "Twayne United States Authors Series" (25 items), and literary indexes, anthologies, reference works, historical reference works, and periodicals assumed to be owned by any library participating in an Advanced Placement program (40 items). (LH)

ED 033 130

TE 001 559

Powell, Brian

English Through Poetry Writing: A Creative Approach for Schools.

Pub Date 68

Note—136p.

Available from—F. E. Peacock Publishers, Inc., 401 West Irving Park Road, Itasca, Ill. 60143 (\$2.95, paperback)

Document Not Available from EDRS.

Descriptors—Classroom Environment, Composition (Literary), *Creative Writing, Descriptive Writing, *English Instruction, Evaluation, Figurative Language, Imagery, Language Development, Language Rhythm, Literary Conventions, Literary Styles, Metaphors, *Poetry, Poets, *Teaching Methods, Versification, Writing Exercises, Writing Skills

This book presents a program for increasing the student's command of language through the experience of writing poetry. Designed to encourage students to systematically and accurately transform their experiences into brief expression, the program is divided into two sections—introductory and advanced. Each of the sections is composed of units on the forms of poetry, the content of poetry, and methods of evaluating it. Sample topics of exercises are Ezra Pound couplets, Haiku, sources of inspiration, themes from the arts, a framework for evaluation, and personal assessment. The advanced section has an additional unit on principles for preparing and guiding the student in creative work. Such subjects as the creative climate, poetry form and structure, preparation for writing, the writing session, constructive evaluation, and revision and polishing are taken up. (A short anthology of student poems is included.) (JM)

ED 033 131

TE 001 562

English Language Arts, Grades 7-12: Reading, Composition, Language, Literature.

Hawaii State Dept. of Education, Honolulu.

Pub Date 68

Note—56p.

EDRS Price MF-\$0.25 HC-\$2.90

Descriptors—Composition Skills (Literary), *Curriculum Guides, Developmental Reading, *English Instruction, Language, *Language Arts, Language Skills, Literature, *Secondary Education, State Curriculum Guides, Student Motivation, Teaching Methods

Focusing on literature, language, and composition as related components of the total literature-centered English program, this curriculum guide emphasizes the skills of reading, listening, speaking, and writing. Each of the four sections—developmental reading, composition, language, and literature—provides guide points or discussion on five factors: (1) teacher understandings about the assumptions and curriculum of the subject, (2) concepts for the teacher, (3) the goals of the subject, (4) the objectives for the student, and (5) the scope of the subject over a 6-year period. (JM)

ED 033 132

TE 001 563

Report of the Yale Conference on the Teaching of English (15th, New Haven, April 11-12, 1969).

Yale Univ., New Haven, Conn. Graduate School.

Pub Date 69

Note—81p.

Available from—Office of Teacher Training, Yale University, 215 Park St., New Haven, Connecticut 06520 (\$1.00)

Document Not Available from EDRS.

Descriptors—*Composition (Literary), Composition Skills (Literary), Critical Reading, *Drama, Effective Teaching, *English Instruction, *Literary Analysis, Literary Conventions, *Literature, Literature Appreciation, Novels, Perceptual Development, Teaching Methods

The speeches in this collection on English instruction are by (1) Walker Gibson, who discusses the teaching of responsibility to the young by making them responsible for clear writing; (2) Hart D. Leavitt, who describes the ways in which many possible subjects for composition can be seen in the collection of pictures, "Stop, Look, and Write"; (3) Martin Price, who compares a novel to a game, which has self-enclosed rules and structure, and to a model, which imitates a reality beyond itself; (4) David Thorburn, who analyzes John Knowles' "A Separate Peace" and considers the relevance of this novel for teenage readers; (5) A. B. Giamatti, who examines, in Marlowe's "Doctor Faustus," the Renaissance fascination with words; and (6) Howard Felperin, who focuses on the comedy in language and situation in "Henry IV, Part One" to help students enjoy and learn about life from a Shakespearean play. (JM)

ED 033 133

TE 001 564

Danielson, Ruth

To Whom It May Concern; Keep This Nigger-Boy Running.

Pub Date 69

Note—8p.

Journal Cit—Minnesota English Journal; v5 n1 p53-9 Win 1969

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Human Dignity, *Identification (Psychological), Individual Needs, Individual Power, *Literature, Negro Attitudes, Negro Role, *Negro Stereotypes, Role Conflict, Self Actualization, *Self Concept, Self Esteem, Self Evaluation

Identifiers—*Invisible Man, Ralph Ellison

The narrator, or non-hero, in Ralph Ellison's novel, "Invisible Man," has no identity, does not know who he is, and, as he runs from one attempt at identity to another is repeatedly confronted with the nightmare inscription, "To Whom It May Concern, Keep This Nigger Boy Running." This philosophical-spiritual state of invisibility ultimately forces the non-hero into a cellar after a series of encounters with people, black and white, who use him and then drop him. Although the narrator has begun to realize his own lack of identity through his activities with the Brotherhood in Harlem, it is in the cellar with 1,369 light bulbs that he acknowledges his invisibility. He is thus freed from the necessity of running in order to pursue identity, and can now help others fight for the principle of individuality. Ellison's personal idiom of burlesque, distortion, and fantasy creates an imaginative and surrealistically effective novel. (JM)

ED 033 134

TE 001 565

Obst, Jennifer

Allan Sillitoe's Lonely Hero.

Pub Date 69

Note—5p.

Journal Cit—Minnesota English Journal; v5 n1 p44-7 Winter 1969

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Anti Social Behavior, *Characterization (Literature), English Literature, Existentialism, Modernism, Novels, *Personal Values, Social Attitudes, Social Class, *Social Isolation, Social Values, *Twentieth Century Literature

Identifiers—*The Loneliness of the Long Distance Runner

The hero of Allan Sillitoe's novel, "The Loneliness of the Long-Distance Runner," differs in many ways from the typical modern existential hero. Unlike the anti-hero, Smith is not searching for values, for he understands what life is and accepts it. He follows a code of honesty and hates "phonies." He is aware of class distinctions and sees the world as a confrontation between the "In-laws" and the "Out-laws"; he recognizes himself as one of the Out-laws but is not dismayed or less alienated by the situation. Like the anti-hero, he is lonely, but the main distinction between Smith and the anti-hero is that, while the anti-hero abstains from contact with society, Sillitoe's hero deliberately becomes involved in fighting

society, thus alienating himself. For example, he trains for the race and then deliberately loses it. Smith's "proud, stubborn, and independent spirit is the source of his loneliness, and the source of his heroism." (LH)

ED 033 135 24 TE 001 570

Hook, J. N. And Others

Illinois State-Wide Curriculum Study Center in the Preparation of Secondary School English Teachers. Final Report.

Illinois State-Wide Curriculum Study Center in the Preparation of Secondary English Teachers (ISCPET), Urbana.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-0789

Pub Date Jul 69

Contract—OEC-5-10-029

Note—169p.

EDRS Price MF-\$0.75 HC-\$8.55

Descriptors—Administrative Organization, College High School Cooperation, Curriculum Evaluation, English Curriculum, *English Education, English Instruction, *Evaluation, Evaluation Methods, Inservice Teacher Education, Intercollegiate Programs, Preservice Education, *Secondary School Teachers, *Teacher Education, Teacher Education Curriculum, Teacher Improvement, *Teacher Qualifications, Teacher Rating

Identifiers—*Illinois State Wide Curriculum Study Center Prep, ISCPET, Project English

This report describes the organization of selected Illinois English and education teachers and scholars who cooperated in a 5-year research project to develop an "ideal" plan for teacher preparation in English, to discover through experimentation how these recommendations for improvement could be utilized in diverse institutions, and to evaluate changes which resulted from these recommendations. The document states (1) ISCPET's background and objectives, (2) its administrative structure, (3) results of ISCPET's activities, e.g., the special studies it commissioned, the "self-studies" of cooperating institutions, and the impact of the project on the national scene, and (4) ISCPET's conclusions and recommendations for reforms in English teacher preparation. Detailed summaries of ISCPET's 33 special studies on teacher preparation, evaluation, and improvement are presented. A preliminary and final statement on qualifications of secondary school teachers of English, a summary of ISCPET's activities, a list of its publications, and ISCPET's six Illinois Teacher Rating Scales are appended. (JB)

ED 033 136 TE 001 572

Davis, Ronald James

Student-to-Student Tutoring in Selected English Language Skills at the Island Trees Junior High School, Levittown, New York.

Pub Date 67

Note—69p.; Ed.D. Dissertation, St. John's University.

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 68-1122, MF \$3.00, Xerography \$3.80)

Document Not Available from EDRS.

Descriptors—Achievement Gains, *English Instruction, Grade 9, Grouping (Instructional Purposes), High Achievers, Individualized Instruction, *Language Skills, Low Achievers, *Peer Teaching, Spelling, *Teaching Techniques, Tutorial Programs, *Tutoring

This study attempted to determine whether tutoring could produce positive changes in certain language skills that would be reflected in English marks and standardized test results. Ninth grade boys and girls (120) were selected and arranged into paired experimental and control students. Both experimental and control pairs used prepared materials and consisted of one high-achieving tutor and one low-achieving tutee. The experimental pairs worked together as a pupil team, but the control pairs communicated only in writing. Evaluation, based on gains as indicated by final English marks and by "Stanford Achievement Test" sub-test scores, indicated that the experimental high-achieving students (tutors) made significant gains in English marks, paragraph meaning, and spelling, but the low achievers being tutored made no significant gains in any of the measures employed. The results suggested that teaching others stimulated the tutors to im-

prove their language skills. Further research should take into account follow-up studies, coordination of regular instruction and tutoring, evaluation of tutoring materials, tutor training, and the use of low achievers to tutor lower achievers. (Author/LH)

ED 033 137 TE 001 573

Lesner, Julius

The Effects of Pupil-Corrected Tests and Written Teacher Comments on Learning to Spell in the Upper Elementary Grades.

Pub Date 67

Note—150p.; Ed.D. Dissertation, University of California, Los Angeles.

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 67-9653, MF \$3.00, Xerography \$7.00)

Document Not Available from EDRS.

Descriptors—*Achievement Gains, *Evaluation Methods, Grade 4, Grade 6, *Grading, Low Achievers, Socioeconomic Background, *Spelling, Spelling Instruction, Student Attitudes, Student Evaluation, Student Motivation, Student Teacher Relationship, *Student Testing, Teaching Methods

To determine the effects of teacher comments on spelling test papers, 32 randomly selected fourth- and sixth-grade teachers from low and high socioeconomic area Los Angeles elementary schools used 965 pupils in their regular classes as subjects. The teachers gave the regular weekly spelling test, and one of four evaluation treatments was randomly assigned to each class: (1) teacher correction but no written comment, (2) pupil correction of papers but no comment, (3) teacher correction with appropriate written comments on each paper, and (4) pupil correction of their own papers with written comments by the teacher. The results of the next spelling tests served as the criterion of treatment effect. The following results were obtained: (1) Children who received written teacher comments performed better beyond the .01 level of significance than pupils who received no comment. (2) Students from low socioeconomic areas or in low spelling groups responded more favorably to written comments than students from high socioeconomic areas or in high spelling groups. (3) No difference was found in response to comments between fourth- and sixth-grade students or between sexes. (Author/LH)

ED 033 138 TE 001 575

Maloney, Henry Bert

An Identification of Excellence in Expository Composition Performance in a Selected 9A Population with an Analysis of Reasons for Superior Performance.

Pub Date 67

Note—166p.; Ed.D. Dissertation, Columbia University.

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 68-2432, MF \$3.00, Xerography \$7.80)

Document Not Available from EDRS.

Descriptors—*Ability Identification, *Achievement Rating, Composition (Literary), *Composition Skills (Literary), Environmental Influences, Evaluation Criteria, Evaluation Techniques, Expository Writing, High Achievers, Junior High School Students, Low Ability Students, *Performance Factors, *Student Evaluation, Superior Students

This project was designed (1) to identify superior and poor writers of expository composition from the ninth-grade students in Burroughs Jr. High School in Detroit who received mental ratings of A through C- on the California Test of Mental Maturity, and (2) to determine the qualities that are characteristic of superior writers. Three evaluators selected the best two compositions out of three for each student and rated the papers on the basis of organization, maturity of insight, word choice, and style. Superior writers were identified as students whose composite score placed them in the upper 20% of their I.Q. group. Qualities characteristic of superior writers were determined by examining the papers with regard to 52 specific items grouped under seven major headings. Superior writers generally (1) had high intelligence ratings or were placed in challenging classes in homogeneously grouped schools, (2) came from homes where parents bought books, (3) scored high in reading com-

prehension, verbal reasoning, and vocabulary tests, (4) made fewer mechanical errors, (5) achieved higher and more consistent grades in English, (6) behaved better in class, (7) were white girls, (8) had decided on a future career, (9) preferred courses with a language arts base, and read often. (Author/MP)

ED 033 139 TE 001 576

Fernandez, Thomas L., Ed.

Oral Interpretation and the Teaching of English: A Collection of Readings.

Illinois State-Wide Curriculum Study Center in the Preparation of Secondary English Teachers (ISCPET), Urbana.

Pub Date 69

Note—97p.

Available from—National Council of Teachers of English, 508 South Sixth Street, Champaign, Ill. 61820 (Stock No. 26965, \$1.35)

Document Not Available from EDRS.

Descriptors—Dramatics, *English Instruction, Independent Reading, *Interpretive Reading, Language Rhythm, Literary Analysis, *Literature, Literature Appreciation, Literature Programs, Oral English, *Oral Expression, Oral Reading, Poetry, Sequential Programs, Speaking Activities, Speech Skills, *Teaching Methods

The 10 readings collected in this volume emphasize the value of oral interpretation as an approach to teaching literature in the secondary school. Wallace A. Bacon indicates how the act of interpretation as it is experienced in the reader's mind can recreate the act of literature. Frances L. McCurdy, Margaret M. Neville, and Allen Bales discuss oral interpretation as an approach to teaching literature, as an aid to understanding literature, and as an extension of literary study. William J. Friederich presents methods of teaching delivery techniques of oral interpretation, and Elizabeth Worrell offers suggestions on using the short story in readers theatre presentations. The value of oral interpretation for literary analysis and appreciation in sequential literature programs is discussed by Clarence W. Hach; reasons for reading to high school students are provided by Vernell G. Doyle; and the value of oral interpretation in directing and motivating the outside reading of high school students is described by Dorothy Matthews. T. L. Fernandez outlines the findings and recommendations of the ISCPET conference on oral interpretation. (LH)

ED 033 140 TE 001 579

Thiess, Carolyn, Ed. And Others

ERIC Documents on the Teaching of English. Volume 2: January-June 1969.

National Council of Teachers of English, Champaign, Ill. ERIC Clearinghouse on Teaching of English.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Oct 69

Contract—OEC-1-7-070870-5050

Note—47p.

Available from—National Council of Teachers of English, 508 South Sixth Street, Champaign, Ill. 61820 (Stock No. 02268, \$0.75 prepaid)

EDRS Price MF-\$0.25 HC-\$2.45

Descriptors—*Bibliographies, Composition (Literary), Dramatics, English (Second Language), *English Curriculum, *English Instruction, Humanities, *Instructional Materials, Integrated Curriculum, Language, Language Research, Linguistics, Listening, Literature, Multimedia Instruction, Oral Expression, Teacher Education, Teaching Conditions, Text

The first 6-month supplement to "ERIC Documents on the Teaching of English: 1956-1968" (ED 029 045), this bibliography of 522 items represents a continuing effort to bring together in a single source a list of all the documents relating to English teaching which have been processed into the ERIC system. It includes documents announced in the January through June 1969 issues of "Research in Education," most of which are available from the ERIC Document Reproduction Service. In addition, it lists some documents which were omitted in the first compilation because they are not available from the ERIC Document Reproduction Service. Availability sources are given for these documents, and all other citations include full EDRS ordering information. Titles of documents are arranged under 13 subject headings: Teaching Profession; English

Instruction: Theories and Practices; Integrated Curriculum; Theories, Surveys, and Guides; Composition; Literature; Oral Expression and Listening; Dramatic Arts; Language, Linguistics and Language Research; Teaching English to Speakers of Other Languages; Teaching Standard English to Speakers of Non-Standard Dialects; Humanities; Study and Use of Multi-Media; and Miscellaneous. An author index is provided. (KH)

ED 033 141 24 TE 499 908

Mariner, Dorothy A.
The Museum: A Social Context for Art. Final Report.

Rochester Univ., N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-6-8072

Pub Date 3 Jun 69

Contract—OEC-6-10-298

Note—390p.

EDRS Price MF-\$1.50 HC-\$19.60

Descriptors—*Administrative Organization, Artists, Arts Centers, Community Attitudes, Community Involvement, Community Relations, *Cultural Activities, Cultural Centers, Cultural Factors, Fine Arts, *Institutional Administration, Institutional Environment, Institutional Facilities, *Institutional Personnel, *Museums, Staff Role

Identifiers—Memorial Art Gallery, University of Rochester

A study of the museum as an organizational context for the fine arts was undertaken (1) to understand how such an organization defines its role, maintains its standards, and copes with its social environment, and (2) to evaluate the statement by critics of contemporary culture that the fine arts and organizations supporting them are declining. Data were gathered from interviews, questionnaires, and 2 years of observation of all aspects of museum activity at the Memorial Art Gallery of the University of Rochester. Differentiation was made between the departments responsible for day-to-day activities and the formal authority of the Board of Directors and the Women's Guild. For each part of the museum's organization, an examination was made of the structures and norms of the part, its definitions of the roles and goals of the organization, its conflicts with other parts, and its effect on the whole. Conclusions reached were that (1) the organization of the museum is exceedingly complex, and (2) the theory of the mass-culture critics should be rejected since the museum is continuing to survive and, generally, to increase in size. (LH)

ED 033 142 24 TE 499 909

Fancett, Verna S. And Others

Social Science Concepts and the Classroom.

Syracuse Univ., N.Y. Social Studies Curriculum.

Pub Date 68

Note—64p.

EDRS Price MF-\$0.50 HC-\$3.30

Descriptors—Cognitive Development, Cognitive Processes, *Concept Formation, *Concept Teaching, Fundamental Concepts, Generalization, *Learning Processes, Secondary Education, Social Sciences, *Social Studies, Teaching Methods

Intended to introduce teachers to the concept approach in teaching social studies materials, the five chapters of this publication discuss (1) a definition of "concept" and the term's relationship to facts and generalizations, (2) the function of concepts in the social sciences, (3) how concepts develop, (4) how concepts are related to inquiry and the act of discovery, and (5) how teachers can use concepts in instructional activities. A bibliography on concepts and thinking in relation to the social studies is included. (MP)

ED 033 143 24 TE 499 910

Gill, Clark C. Conroy, William B.

Development of Guidelines and Resource Materials on Latin America for Use in Grades 1-12. Final Report.

Texas Univ., Austin.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-6-1183

Pub Date 1 Aug 69

Contract—OEC-4-6-061183-1216

Note—68p.

EDRS Price MF-\$0.50 HC-\$3.50

Descriptors—American History, Area Studies, *Cultural Background, Cultural Education, Curriculum Evaluation, Geography, *Instructional Materials, *Latin American Culture, *Program Evaluation, Social Background, Social Influences, Social Problems, Social Studies, *Social Studies Units, Social Systems

Identifiers—*Latin America

The Latin America Project (1966-69) consisted of two phases: (1) completion of background studies and (2) preparation, field testing, and evaluation of instructional materials. Five background bulletins were prepared and distributed (See ED 012 832, ED 012 833, ED 012 365, ED 013 342, ED 022 781) and instructional materials organized around concepts in the background bulletin, "Key Ideas about Latin America," were developed. Five of 8 units prepared—"Birthday in Venezuela," a slide show for primary grades; "Latin America: Its Land, Story and Peoples," middle grades; "Latin America: A Cultural Region of the World," grades 8-10; "Establishment of the American Colonies: A Comparison of Spanish and English America," senior high American history; and "Contemporary Inter-American Relations," senior high American history—were tested in classrooms, and teacher and pupil evaluations yielded generally favorable responses. A major recommendation was that a future similar project might be undertaken as a joint venture of a university and a publisher. (LH)

ED 033 144 24 TE 499 939

Price, Roy A. And Others

Major Concepts for the Social Studies: A Progress Report.

Syracuse Univ., N.Y. Social Studies Curriculum.

Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Pub Date Nov 65

Note—66p.

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Concept Formation, *Concept Teaching, *Fundamental Concepts, Generalization, *Information Seeking, Moral Values, Personal Values, *Social Studies, Social Studies Units, Social Values, Teaching Methods

This document defines and discusses 34 major concepts for use in social studies programs utilizing a concept teaching method. Discussed are 18 substantive concepts basic to every society—e.g., concepts of power, morality and choice, and scarcity; 5 value concepts—e.g., empathy, loyalty, and freedom and equality; and 11 concepts of method for learning the techniques of information acquisition and evaluation—e.g., the geographic approach, causation, analysis and synthesis, and skepticism. An appendix provides a detailed outline and discussion of the concept of conflict to guide teachers in preparing instructional materials. [Not available in hard copy due to marginal legibility of original document]. (MP)

ED 033 145 24 TE 499 940

Price, Roy A. And Others

The Social Studies Curriculum Center of Syracuse University Devoted to the Identification of Major Social Science Concepts and Their Utilization in Instructional Materials. Final Report. Appendix.

Syracuse Univ., N.Y. Social Studies Curriculum.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-5-0673

Pub Date Jun 68

Contract—OEC-3-10-126

Note—198p.

EDRS Price MF-\$1.00 HC-\$10.00

Descriptors—Concept Formation, Concept Teaching, Curriculum Design, *Curriculum Development, Curriculum Study Centers, *Fundamental Concepts, Instructional Improvement, *Instructional Materials, Scientific Concepts, Social Sciences, *Social Studies, *Social Studies Units, Teaching Methods

Identifiers—*Syracuse University Social Studies Curriculum Cen

To improve social studies in grades K-12, the Syracuse Social Studies Curriculum Center engaged in a 5-year study to identify major concepts in social studies and to develop materials and techniques for teaching these concepts at various grade levels. The results of this research revealed that (1) social studies concepts can be

developed for students of varying abilities and levels of maturity and ought to be included in the curriculum, (2) concepts generate sub-concepts which should be included in social studies instruction, (3) social studies concepts overlap into many subject areas and are best taught by an interdisciplinary approach, (4) social studies instructors at the local level should decide for themselves the scope and sequence of concepts to be included within a particular curriculum, and (5) statements by notable scholars on major social studies concepts are valuable resources in preparing pupil materials. (An appendix details the Center's recent activities in using the major concepts to develop curriculum materials for the urban disadvantaged learner.) See also TE 499 909 and TE 499 939. (MP)

ED 033 146 24 TE 500 333

Smith, Paul Foulke, Robert D.

Criticism and the Curriculum.

National Council of Teachers of English, Champaign, Ill.

Pub Date Oct 64

Note—15p.; Paper presented at the conference held by the New England College English Association and the Connecticut Council of Teachers of English, Trinity College, Hartford, Connecticut, April 1964.

Journal Cit—College English; v26 n1 P23-37 October 1964

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—Analytical Criticism, *College Curriculum, *Curriculum Design, Curriculum Development, *English Curriculum, *English Education, English Literature, English Programs, Formal Criticism, Historical Criticism, Learning Processes, Learning Theories, Literary Analysis, *Literary Criticism, Literary Genres, Literary History, Undergraduate Study

A revised English curriculum, based upon different kinds of literary criticism, is counseled in this two-part paper. Part I identifies four kinds of criticism—formalist, synoptic, extrinsic, and stylistic. A conventional English Curriculum is briefly outlined. Curricular theories are discussed and positive and negative attempts to define literature are made. A case is made for basing the curriculum on criticism. Part 2 advances four postulates—the communication of knowledge about literature, a theory of relations between criticism and literature, acceptance of the literary work as the isolated atom to receive critical attention, and curriculum order derived from a theory of the learning process. Considerable attention is devoted to an outline of a four-year program based on these postulates. The program sequence is formalist (freshman year), synoptic (sophomore), analogical and generic (junior), and synthesizing (senior). (AF)

ED 033 147 24 TE 500 372

English, Hubert M., Jr.

Linguistic Theory as an Aid to Instruction.

National Council of Teachers of English, Champaign, Ill.

Pub Date Oct 64

Note—5p.

Journal Cit—College Composition and Communication; v15 n3 p136-140 Oct 1964

EDRS Price MF-\$0.25 HC-\$0.35

Descriptors—*College Freshmen, Composition (Literary), *Composition Skills (Literary), Descriptive Writing, Effective Teaching, *English Instruction, Expository Writing, Linguistics, *Linguistic Theory, Logical Thinking, Productive Thinking, Rhetoric, Structural Analysis, Tagmemic Analysis, *Teaching Techniques

Identifiers—University of Michigan

Some of Professor Kenneth Pike's tagmemic theory is explained, and an attempt to apply it in freshman English classes at the University of Michigan is described. Two writing subjects (a concrete object and an abstraction) are examined from the aspects of contrast; range of variation; and distribution with respect to class, context, and matrix. The three-week experiment with tagmemic theory in freshman English is briefly described, and its effectiveness is assessed. Remarks are offered on the relative relevance of rhetoric and linguistics to composition classes. (AF)

ED 033 148 24 TE 500 375

Fichtelau, Robert L.

Some Rhetorical Considerations for Teaching the Young Writer.

National Council of Teachers of English, Champaign, Ill.

Pub Date Nov 65

Note—5p.

Journal Cit—English Journal; v54 n8 p720-723, 737 Nov 1965

EDRS Price MF-\$0.25 HC-\$0.35

Descriptors—Audiences, Composition (Literary), *Composition Skills (Literary), Critical Thinking, Diction, Educational Objectives, English Curriculum, *English Instruction, Expository Writing, *Junior High School Students, Language Styles, Logical Thinking, *Rhetoric, Student Writing Models, Teaching Models, *Teaching Procedures

A desirable approach and sequence for the presentation of rhetorical principles to students of junior high school age is outlined. Principles of invention, logical ordering, strategy, and style are discussed with special reference to writing models, developing skills of observation, audience consideration, and precise diction. Specific objectives are listed. (AF)

ED 033 149

TE 500 400

Francis, W. Nelson

Two Linguists on Freshman English: Pressure from Below.

National Council of Teachers of English, Champaign, Ill.

Pub Date Oct 64

Note—2p.

Journal Cit—College Composition and Communication; v15 n3 p147-148 Oct 1964

EDRS Price MF-\$0.25 HC-\$0.20

Descriptors—College Bound Students, *College Faculty, College Instruction, College Preparation, Creative Ability, *Educational Trends, English, *English Instruction, English Programs, Expressive Language, Language Arts, *Linguistics, *Student Attitudes, Student Interests, Teacher Attitudes, Teacher Education, Teaching Assistants, Written Language

The importance of improving English instructors' attitudes toward three broadly classified forms of language expression is examined. The author notes an increased interest in languages among college freshmen and defines the differences between (1) artistic, (2) playful, and (3) intellectual expression. Pressure resulting from advanced teaching methodology and newly developed curriculums, particularly in linguistics, in the secondary school will be felt increasingly as student expectations concerning English faculty attitudes are not realized in the colleges. (AF)

ED 033 150

TE 500 409

Pike, Kenneth L.

A Linguistic Contribution to Composition: A Hypothesis.

National Council of Teachers of English, Champaign, Ill.

Pub Date May 64

Note—7p.

Journal Cit—Conference on College Composition and Communication; v15 n2 p82-88 May 1964

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—*College Freshmen, Communication (Thought Transfer), Composition (Literary), *Composition Skills (Literary), Descriptive Writing, *English Instruction, English Programs, Expository Writing, Linguistic Competence, Linguistics, *Linguistic Theory, Literary Analysis, Rhetoric, Student Writing Models, Tagmemic Analysis, *Teaching Techniques, Technical Writing, Writing Exercises, Writing Skills

A number of the axioms of tagmemics are explored in order to develop exercises based on these axioms about language structure but specifically designed to develop writing competence. Exercises for unit definition through contrast with other units; range of variability; and distribution in class, sequence, and system receive particular attention. Other exercises are concerned with (1) functional classes in slots, (2) interlocking levels of slots, (3) lexical, phonological, and grammatical hierarchies of levels, (4) meaning in relation to forms, (5) language units as particles, waves, or points in a linguistic field, (6) language as communicative, symbolic behavior, and (7) the nature of language change. (AF)

ED 033 151

TE 500 424

Stafford, William

Writing the Australian Crawl.

National Council of Teachers of English, Champaign, Ill.

Pub Date Feb 64

Note—4p.

Journal Cit—College Composition and Communication; v15 n1 p12-15 Feb 1964

EDRS Price MF-\$0.25 HC-\$0.30

Descriptors—Composition (Literary), *Composition Skills (Literary), *Creative Writing, *English Instruction, *English Literature, Expressive Language, Interpretive Skills, Language Skills, Literary Analysis, Teaching Styles, *Writing Skills

Some reflections upon how writers learn to write are presented in an analogy with learning to swim, offering implications for the teaching of composition. The "simplicity" of the act of writing is contrasted with the "complexity" discovered by literary analysis. Two of the author's poems are used as examples. (AF)

ED 033 152

TE 500 441

Wolfe, Don M.

Grammar and Linguistics: A Contrast in Realities.

National Council of Teachers of English, Champaign, Ill.

Pub Date Feb 64

Note—7p.

Journal Cit—The English Journal; v53 n2 p73-78, 100 Feb 1964

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—*College High School Cooperation, College Instruction, Composition (Literary), Composition Skills (Literary), *English Instruction, Generative Grammar, Graduate Study, Imitation, *Instructional Improvement, Language Styles, Secondary Education, Structural Grammar, *Structural Linguistics, Teaching Techniques, *Traditional Grammar

An appeal for a reappraisal of the role of linguistics and traditional grammar in the secondary school is made in this article. A case is made for a return to traditional grammar in the teaching of English at all levels prior to graduate school. Five writing models with student assignments based on creative imitation illustrate the kind of stylistic achievement which is attainable with the use of traditional grammar. The importance and possibility of achieving good literary style and punctuation habits through grammar study are stressed in contrast with the limitations of linguistics in this domain. Structural linguistics in the classroom is criticized for its lack of simplicity, consistency, and stability. (AF)

ED 033 153

TE 500 590

Gaj, Patricia

The Preparation of Junior College English Instructors.

Modern Language Association of America, New York, N.Y. ERIC Clearinghouse on the Teaching of English in Higher Education.

Pub Date [69]

Note—6p.

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—Beginning Teachers, English Education, *English Instruction, Graduate Students, *Graduate Surveys, Inservice Teacher Education, *Junior Colleges, National Surveys, Preservice Education, Program Evaluation, Teacher Attitudes, *Teacher Education, Teacher Education Curriculum, Teacher Experience, Teacher Interns, *Teacher Programs, Teacher Supervision, Teaching Skills

Results of a survey of graduate English departments (Association of Departments of English), responses of young junior college English instructors to a request to assess their preparation (National Junior College English Study), and tentative recommendations for junior college teacher preparation (National Junior College English Study) are presented. Instructor opinions receive particular attention, with excerpts on (1) lack of preparation to teach composition, (2) lack of practical instruction on how to teach, and (3) lack of preparation for the junior college student. Graduate English department survey data concern the number of special junior college teacher preparation programs, sharing of teacher preparation with education departments, supervised teaching and internship on a junior college campus, and teacher intern remuneration. Recommendations concern breadth of teacher training and relations between the graduate English departments and junior college English departments. For a related document see TE 500 591. (AF)

ED 033 154

TE 500 591

Gaj, Patricia

An Analysis of a Follow-Up Questionnaire Administered to 743 Students Who Had Been Enrolled in Freshman English at Nine Junior Colleges.

Modern Language Association of America, New York, N.Y. ERIC Clearinghouse on the Teaching of English in Higher Education.

Pub Date [69]

Note—9p.

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—Academic Achievement, *College Students, Composition Skills (Literary), Course Evaluation, *Dropout Attitudes, Dropout Characteristics, English Literature, *English Programs, *Junior Colleges, Parental Background, Program Evaluation, Questionnaires, Reading Habits, Student Interests, *Student Opinion, Surveys, Teacher Evaluation

Student opinion of junior college English programs is reflected in this analysis of a questionnaire completed by students who had been enrolled in freshman English classes at nine junior colleges. Comparisons are drawn between dropout and sophomore responses, and between humanities-social science-service (HSS) and science-math-technology (SMT) sophomores. Dropout-sophomore information includes (1) reasons for dropping out, (2) success in high school and college freshman English, (3) parental educational background, (4) reading habits, and (5) opinions on the effectiveness of the English teacher and English course. Information on the two sophomore interest groups includes (1) freshman English grades, (2) evaluation of the study of composition and literature, (3) reading habits, (4) evaluation of English teacher and course effectiveness, and (5) student recommendations for a better course. For a related document see TE 500 590. (AF)

ED 033 155

UD 005 239

Pressman, Harvey

New Schools for the Cities: Designs for Equality and Excellence. A Working Paper prepared for the Citizens' Crusade Against Poverty.

Pub Date [66]

Note—49p.

Available from—New Community Press, 1220 Fifteenth Street, N.W., Washington, D.C. 20009

EDRS Price MF-\$0.25 HC-\$2.55

Descriptors—Academic Failure, *Disadvantaged Youth, *Educational Innovation, *Educational Quality, Educational Strategies, Models, *Private Schools, School Community Relationship, School Organization, *Urban Education

This paper outlines several schemes for developing quality private schools for inner city students. The basic assumption justifying the proposal that such schools be independently managed is that the urban public school systems have patently failed to educate poor children. Therefore, a new national network of independent schools should be developed. Examples of alternate designs for these new schools are presented. (NH)

ED 033 156

UD 007 010

Mattelman, Marcene S. Emans, Robert L.

The Language of the Inner-City Child: A Comparison of Puerto Rican and Negro Third-Grade Girls.

Pub Date [67]

Note—8p.

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—Females, Grade 3, Language Development, Language Fluency, *Language Research, Language Styles, Language Tests, *Negroes, *Oral Communication, *Puerto Ricans, Syntax, Test Results

Identifiers—Dailey Language Facility Test

The oral language differences between Negro and Puerto Rican youngsters were compared in the hope that the study would be relevant to curriculum modifications for specific populations. Subjects (Ss) were five Negro and six Puerto Rican third grade girls in inner city classrooms. The facility of Ss in language use independent of vocabulary and specific information was measured by the Dailey Language Facility Test. Scores were obtained for language facility, syntactic structure, and fluency. The median scores on language facility were 14.5 for Puerto Rican Ss and 20.0 for Negro Ss. On syntactic structure

Puerto Rican Ss used twice as many fragments as Negro Ss. Fluency was greater for Negroes as shown by the median total number of words—289 for Negro Ss compared with 81 for Puerto Ricans. (NH)

ED 033 157

UD 007 012

Long, Barbara H.

The Self-Concept of Negro and White School Beginners.

Pub Date Feb 68

Note—13p.; Paper presented for Symposium: Self-Other Orientations of Negro and White Students, annual meeting, American Educational Research Association (Chicago, Ill., February, 1968).

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—*Caucasians, *Children, Grade 1, Identification (Psychological), *Negroes, Preschool Children, Racial Differences, *Research, Rural Areas, Self Concept, *Self Esteem, Self Evaluation, Social Class, Social Differences, Southern States

Identifiers—Project Headstart

This paper reports two subudies of racial differences on measures of self esteem, social interest or dependency, and identification with particular others. In one study 72 Negro youngsters in a Headstart program were compared with 72 white children, and in another study a biracial sample of 96 children entering first grade was compared. The variable of social class was included in the second study. The measures used were derived from the self-social symbols method in which subjects either draw or paste on a sheet of paper a symbol to represent the self. Negro children were found to have lower self esteem in both samples. On the measure of social interest, the Headstart Negro youngsters more often placed themselves outside the group, while in the first grade group a race by class interaction was found. The Headstart Negro group identified more with mother and teacher, while in the first grade group, the differences were related to class, not race. Social class seems to be salient as a determinant of self esteem, social interest, and patterns of identification in young children of both races. (NH)

ED 033 158

UD 007 791

Bohler, Ann And Others

Project Gearing Academics to Individual Needs: Grade Eight.

Broward County Public Schools, Fort Lauderdale, Fla. Dept. of Secondary Education.

Pub Date [66]

Note—324p.

EDRS Price MF-\$1.25 HC-\$16.30

Descriptors—Attitudes, Citizenship, *Civics, Community, *Course Content, *Curriculum Guides, Economics, Education, Enrichment, Family (Sociological Unit), Government (Administrative Body), *Grade 8, Human Resources, Natural Resources, Public Opinion, Religion, Self Concept, *Teaching Guides

Identifiers—Broward County, Florida

This curriculum guide for an eighth grade civics course in a county in Florida was developed to provide a sequential program geared toward development of a positive self concept, "whole-some attitudes," functional citizenship, and educational enrichment. The guide presents five units—family and community, religion and education, personal economics and the American economy, public opinion and government, and natural and human resources. Each unit follows the same format and includes vocabulary, teaching strategy, suggested activities, teaching aids, definitions, and tests to evaluate the students. (NH)

ED 033 159

UD 007 945

Passow, A. Harry

Immigrants and Disadvantaged in Israel and England: A Report to the New World Foundation.

Spons Agency—New World Foundation, New York, N.Y.

Pub Date [68]

Note—49p.

EDRS Price MF-\$0.25 HC-\$2.55

Descriptors—*Acculturation, Armed Forces, Changing Attitudes, Collective Settlements, *Comparative Education, *Disadvantaged Youth, Educational Needs, Educational Opportunities, Educational Policy, Educational Programs, *Foreign Countries, Government Role, *Immigrants, Jews, Language Handicaps, Pro-

gram Descriptions, Public Schools, Research and Development Centers, Residential Schools

Identifiers—England, Israel

The educational situation of disadvantaged groups in Israel and England is reviewed. The nature of the immigrant and disadvantaged populations, the kind and extent of schooling available, and the positions of local educational authorities and of the two governments are discussed. Also included are descriptions of various programs for disadvantaged students as well as of official and quasi-official reports. Unique to Israel are the kibbutzim (collective settlements) and the Israeli Defense Forces as educational and acculturational institutions. In England, a special situation exists as a consequence of the controversial political issue of restrictive immigration. While there has been a considerable communication flow between Israel and the United States on approaches to and studies of education for disadvantaged groups, the similarities and parallels between England and the United States warrant establishment of more systematic and comprehensive channels for a regular flow of information. (NH)

ED 033 160

UD 007 985

Hawkins, Robert Engbretson, Robert

An Experimental Study of the Effectiveness of the Use of Video-Playbacks in Teaching the Undergraduate Basic Speech Course to Under-Achieving, Culturally and Socially Disadvantaged College Youth.

Pub Date [67]

Note—10p.

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—*College Students, Control Groups, Disadvantaged Youth, Experimental Groups, *Research, Self Evaluation, *Speech, Speech Evaluation, Speech Skills, Speech Tests, *Underachievers, *Video Tape Recordings

Identifiers—Experiment in Higher Education, Southern Illinois University

The object of this study was to measure videotape recorded playbacks as a variable in mastery of a basic speech course in an experimental college program for low income underachieving students. The beginning speech course is required of all these students in the Experiment in Higher Education at Southern Illinois University. Experimental and control groups (E- and C-groups) were set up after the fourth week of the course. The experimental variable was the use of the video trainer equipment (camera, monitor, and tape recorder) as an adjunct to the instructor's oral critique and written evaluations of student assignments. Findings are reported in two parts. Part I, the results and conclusions of comparisons of E- and C-group scores on tests, critics' evaluations, and self evaluations, notes no differences between the two groups. In fact, the video playbacks may have had a detrimental effect on the E-group. Part II, findings based on semantic differential scales, reports that the self-safety factor and total-self measures were the only significant differences. (NH)

ED 033 161

UD 008 789

Whealen, John J.

A History of Federal Aid to Education, 1785-1965.

Pub Date 65

Note—44p.

EDRS Price MF-\$0.25 HC-\$2.30

Descriptors—American History, *Educational Legislation, *Federal Aid, Federal Laws, *Federal Legislation, Federal State Relationship, Government Role, Land Grant Universities, *Surveys

Identifiers—Elementary Secondary Education Act 1965, ESEA 1965, Higher Education Act 1965, Morrill Act 1862

The introduction to this historical survey notes that the Federal educational legislation of 1965—the Elementary and Secondary Education Act and the Higher Education Act—did not in fact represent the kind of "breakthrough" claimed for these two measures. The Federal government had been involved in educational legislation even before the Morrill Act of 1862 which established the land grant colleges. Moreover, the acts of 1965 were not even a "conceptual breakthrough," for Federal aid began in the early years of the nation. The document presents material on Federal aid before and after 1860. (NH)

ED 033 162

UD 009 017

Jackson, Miles M., Jr., Ed.

A Bibliography of Negro History and Culture for Young Readers.

Pub Date 68

Note—134p.

Available from—University of Pittsburgh Press; Pittsburgh, Pa. (\$2.50)

Document Not Available from EDRS.

Descriptors—*Annotated Bibliographies, Audiovisual Aids, Books, Fiction, Instructional Program Divisions, Negro Culture, *Negro History, Newspapers, Periodicals, Reference Books, Religion, Sciences, Social Sciences

"This bibliography provides an extensive, annotated listing of books and audiovisual aids about the heritage and traditions of Negroes, and their contribution to American life. The notes included with each entry describe the item and indicate features which will appeal to specific grade levels and reading interests." (NH)

ED 033 163

UD 009 023

Blaustein, Albert P. Ferguson, Clarence Clyde, Jr.

Desegregation and the Law: The Meaning and Effect of the School Segregation Cases. Second Edition Revised.

Pub Date 62

Note—359p.

Available from—Vintage Books, Inc., 457 Madison Avenue, New York, N.Y. 10022 (V-505, \$1.95).

Document Not Available from EDRS.

Descriptors—Constitutional History, Equal Protection, Racial Segregation, *School Segregation, *Supreme Court Litigation

Identifiers—Brown Vs Board of Education

This book analyzes the two basic constitutional problems in the Brown vs. Board of Education case—how the Constitution prohibits racial segregation, and what can be done under the Constitution to enforce this prohibition. The roles of the justices, interpretations of the Constitution and relevant amendments, the impact of the decision, and subsequent patterns of compliance and avoidance are reviewed. (NH)

ED 033 164

UD 009 024

Orem, R.C., Ed.

Montessori for the Disadvantaged: An Application of Montessori Educational Principles to the War on Poverty.

Pub Date 68

Note—191p.

Available from—Capricorn Books, New York, N.Y.

Document Not Available from EDRS.

Descriptors—Child Development, Disadvantaged Youth, Educational Methods, *Educational Theories, Learning Theories, Perceptual Development, Preschool Children, *Preschool Education, *Preschool Learning

Identifiers—Montessori Method

This book is devoted to a number of original articles on the application of the Montessori method for the education of the disadvantaged. The development of the method, its specific advantages for disadvantaged youngsters, special features of Montessori education, and integration into certain viewpoints about child development, learning, and perception are presented. Montessori schools are said to have had conspicuous success with disadvantaged children whereas traditional middle class oriented methods have failed. Contributors include teachers, reading specialists, an educational psychologist, and a designer. (NH)

ED 033 165

UD 009 049

Zach, Lillian And Others

The Effect of Tutoring on Children's Learning Under Two Conditions of Reinforcement.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date 68

Note—17p.

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors—Academic Achievement, Control Groups, *Disadvantaged Youth, Educational Experiments, Experimental Groups, Grade 4, *Individual Instruction, *Learning Motivation, Negro Youth, *Reinforcement, Reinforcers, *Tutoring

Studies were some problems of learning motivation and extrinsic reinforcement in a group of disadvantaged youngsters. Also tested was the

hypothesis that learning would be facilitated for those children who received regular individual tutoring in addition to classroom instruction, regardless of conditions of reinforcement. Subjects were 60 Negro fourth grade students in a ghetto school, randomly assigned to an experimental group receiving systematic material reinforcement and an experimental group receiving spontaneous verbal reinforcement. Both groups also received tutoring in arithmetic, while a control group did not. Results showed that social reinforcement and individual teaching were the most important factors in academic gains. Incentives in any form were equally reinforcing. "The Negro slum child may not require remediation as much as he may appropriate and effective teaching." (NH)

ED 033 166 UD 009 050

Vitrogan, David

Scientific Literacy and the Socially Disadvantaged

Youth; A Laboratory-Demonstration Project.

Pub Date 31 Mar 68

Note—15p.; Paper presented at the Annual Meeting of the National Science Teachers Association (Washington, D.C., March 31, 1968).

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—*Demonstration Projects, *Disadvantaged Youth, Grade 8, *Learning Motivation, *Physical Sciences, Reading Improvement, Science Activities, *Science Education, Science Instruction, Science Materials

Reported is a demonstration project which involved 20 disadvantaged eighth grade students in a series of specially designed physical sciences experiments. It was hypothesized that these students, classified as nonliterate, would respond favorably to an approach which tended to break up their patterns of failure. Moreover, successful science experiences might stimulate in these students a desire to read in order to continue their progress. The science activities involved concepts essential to an understanding of electricity and magnetism, and mechanics and light. The experiments were stimulated by such phrases as "to see the light," "that rings a bell," and "to blow your own horn." The group responded favorably and showed capacity for abstract reasoning. The self-motivated desire for better reading skills was tied in with reading instruction by the classroom teacher. (NH)

ED 033 167 UD 009 069

Kontos, Peter G., Ed. Murphy, James J., Ed.

Teaching Urban Youth; A Source Book for Urban Education.

Pub Date 67

Note—346p.

Available from—John Wiley & Sons, Inc., New York, N.Y.

Document Not Available from EDRS.

Descriptors—Effective Teaching, English Programs, *Inservice Teacher Education, *Master Teachers, Mathematics, Sciences, Social Studies, Summer Programs, Teacher Education, *Teaching Methods, *Teaching Styles, Urban Education, *Urban Youth

Identifiers—Princeton University Trenton Schools Institute, PTI

This source book presents 22 papers by master teachers emphasizing practices and points of view which they feel contribute to effective teaching. One part of the volume describes the Princeton University - Trenton Schools Institutes (PTI), another contains nine papers on the English-Social Studies program, a third has nine papers on the Mathematics-Science program, a fourth offers four essays on urban education, and a fifth evaluates teaching practices and training. (NH)

ED 033 168 UD 009 070

Keach, Everett T., Jr., Ed. And Others

Education and Social Crisis; Perspectives on Teaching Disadvantaged Youth.

Pub Date 67

Note—413p.

Available from—John Wiley & Sons, Inc., New York, New York

Document Not Available from EDRS.

Descriptors—Academic Achievement, Cultural Factors, *Disadvantaged Youth, Educational Needs, Educational Programs, Family Life, Minority Groups, School Environment, Student Adjustment, Student Problems, Subculture

A collection of readings presents 49 papers published between 1959 and 1965. The volume is organized into three parts: (1) cultural values and family life of disadvantaged youth; (2) problems

facing disadvantaged youth in the schools; and (3) programs and progress in meeting the educational needs of disadvantaged youth. Introductions by the editors summarize the papers most of which are well-known and familiar. Included are such authors as Basil Bernstein, Frank Riessman, Rosalie Wax, and Lee Rainwater. (NH)

ED 033 169 UD 009 118

Warden, Sandra A.

The Leftouts; Disadvantaged Children in Heterogeneous Schools.

Pub Date 68

Note—208p.

Available from—Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, N.Y. 10017 (\$3.95).

Document Not Available from EDRS.

Descriptors—Academic Achievement, Child Development, Child Rearing, *Culturally Advantaged, *Disadvantaged Youth, *Educational Experience, Emotional Adjustment, Family Environment, Peer Relationship, *School Environment, Self Concept, Social Adjustment, Social Class, Social Differences, Socialization, Social Psychology, Student Adjustment

This work by a social psychologist is concerned with the consequences of the values, attitudes, and behavior of teachers and more advantaged peers for the educational experience of disadvantaged youngsters in heterogeneous schools. The academic, social, and emotional factors in these schools are interdependent and equally important for the potential of the "leftouts" for successful school adjustment. Chapters discuss the role of social class in differential school adjustment, the developmental process and the role of the family, and social and emotional adjustment in school in relation to the role of peers and of self-concept. The final chapter presents an analysis of causes, consequences, and cures of the social and academic maladjustment of disadvantaged youngsters. (NH)

ED 033 170 UD 009 119

"We've Promises to Keep..." Toward Equal Opportunity.

National Education Association, Washington, D.C.

Pub Date 68

Note—20p.

Available from—National Education Association, Human Relations Center and Div. of Field Services, Washington, D.C. (\$0.25)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Bibliographies, Bilingual Education, *Civil Rights, Disadvantaged Youth, Human Relations, Negro History, Racial Integration, *Teacher Associations, Textbook Evaluation, Urban Education

Identifiers—*National Education Association, NEA

This pamphlet notes the commitment of the National Education Association (NEA) to human rights and equal opportunity. Briefly presented are several programs and activities of NEA in these areas. A bibliography of relevant NEA publications is included. (NH)

ED 033 171 UD 009 121

Gottlieb, Edward P.

Educational Facilities Charrettes Business and Industry Involvement.

Pub Date May 69

Note—13p.; Paper presented to the annual Conference of Metropolitan School Facilities Planning Group (8th, Rochester, New York, May 1-2, 1969).

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—*Business, *Educational Facilities, *Educational Needs, *Industry, *On the Job Training, Student Employment, Vocational Education, Work Experience, Work Study Programs

This paper stresses the stake of business and industry as full partners with the schools in the total educational process. Especially needed are programs relevant to on the job training and paid work experience, to replace the outmoded vocational education system which has failed to prepare youth for employment. (NH)

ED 033 172 UD 009 130

Dawson, Helaine

On the Outskirts of Hope; Educating Youth from Poverty Areas.

Pub Date 68

Note—329p.

Available from—McGraw-Hill Book Company, 330 West 42nd Street, New York, N.Y. 10036 (\$5.95).

Document Not Available from EDRS.

Descriptors—Behavior Change, Changing Attitudes, Classroom Communication, Curriculum Development, *Disadvantaged Youth, *Educational Programs, *Participant Involvement, Rapport, Student Characteristics, *Student Teacher Relationship, Teacher Characteristics, Teaching Styles, Teaching Techniques

Identifiers—California, San Francisco, Youth Opportunities Center

This volume emphasizes the mutual involvement of teacher and ghetto students in the teaching-learning process. The content is based on experience with two hundred young people over a three year period. The method of presentation is largely anecdotal interspersed with the author's comments. Chapters discuss the initial contacts with such students, ways to establish rapport, and communicating in the classroom. Also presented is material on developing content and structure, broadening perspective, and emerging changes in attitudes and behavior. (NH)

ED 033 173 UD 009 132

Hood, Paul D. Johnson, James N.

The Development and Evaluation of a Television Workshop in Human Relations.

Far West Lab. for Educational Research and Development, Berkeley, Calif.

Pub Date Apr 69

Note—119p.

EDRS Price MF-\$0.50 HC-\$6.05

Descriptors—Discussion Groups, *Educational Television, *Human Relations, Leaders Guides, *Pilot Projects, Program Descriptions, Program Development, Program Evaluation, Role Playing, School Personnel, *Teacher Workshops, Urban Schools, Video Tape Recordings

Identifiers—California, Far West Laboratory Educational Research Develop, KOED, Oakland, San Francisco, University of California

A television workshop in human relations for teachers and other school staff was developed as a cooperative project involving the San Francisco and Oakland, California public schools, a unit of the University of California, the Far West Laboratory for Educational Research and Development, and KQED, the area's educational television station. This pilot project used the technique of audiovisual dramatizations of human relations problems relevant to these inner city schools. Group discussion or role playing followed the viewing of each film program. The report describes the development of the videotapes, the five programs, the discussion leaders and viewers guides, and various other components. One section presents an evaluation of the workshop in terms of context, input, process, and product. The results of this performance field test point to the utility and value of the programs which will be revised and improved on the basis of information collected from the evaluations. (NH)

ED 033 174 UD 009 138

Gordon, Edmund W.

Problems in the Determination of Educability in Populations with Differential Characteristics.

Pub Date Jul 69

Note—34p.; Paper prepared for President's Committee on Mental Retardation, Washington, D.C.

EDRS Price MF-\$0.25 HC-\$1.80

Descriptors—Academic Aptitude, Cognitive Development, Comparative Analysis, Compensatory Education, Disadvantaged Youth, *Educational Diagnosis, *Educational Disadvantage, Elementary School Students, Intellectual Experience, *Intelligence, *Learning Experience, Preschool Children, *Racial Differences, Racial Factors, Socioeconomic Influences

Financial and human resources are required to find pedagogical solutions to problems caused by the academically disabling characteristics of disadvantaged children. Insufficient resources and inappropriate methodology may have been the cause for the failure of compensatory education. Individual behavior styles and the nature of the academic experience must be more closely matched. Emphasis must be placed on the affective and conative as well as the cognitive aspects of learning. Educational appraisal must increase.

ingly use qualitative measures and dynamic prescriptions. The academic experience must be individualized and made relevant to the life problems of the learner. (EM)

ED 033 175

UD 009 139

Fever, Jack C., Ed.

Seminar on Educating the Disadvantaged; A Report (Madison, Wisc., April 9-10, 1969).

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date Apr 69

Note—35p.

Available from—Center for Extension Programs in Education, 606 State St., Madison, Wis. 53706 (\$1.00)

EDRS Price MF-\$0.25 HC-\$1.85

Descriptors—*Compensatory Education Programs, *Disadvantaged Youth, Educational Change, Educational Disadvantage, *Educational Opportunities, *Evaluation Techniques, Parent School Relationship, Political Influences, Political Power, *Program Design, Program Development, Remedial Programs, School Community Relationship, Teacher Education

Identifiers—University of Wisconsin

At this seminar, Mario Fantini, Program Officer of the Ford Foundation, discussed the theoretical frameworks on which educational programs for deprived children should be designed. Program designs required to provide effective education for poor and deprived children were explored by Kenneth Haskins, Principal of the Adams-Morgan School, Washington, D.C. Rodney Skager, Program Director of the Center for the Study of Evaluation, spoke on the evaluation techniques needed to analyze the effectiveness of compensatory education. The operational principles and political strategies required to enhance educational opportunities for poor children and youth were discussed respectively by Harland Randolph, Vice President of Federal City College, Washington D.C., and former Senator Wayne Morse. (EM)

ED 033 176

UD 009 140

Fairley, Richard L.

A Coordinated Approach to Improving Educational Opportunities in Majority Negro School Districts.

Pub Date 68

Note—7p.

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—Civil Rights, *Economic Disadvantage, *Educational Opportunities, Educational Problems, Educational Quality, Equal Education, *Negro Education, Racial Composition, Rural Areas, Rural Education, *Rural School Systems, Southern States

Identifiers—Civil Rights Act of 1964, Elementary and Secondary Education Act Programs, ESEA Title III Programs, ESEA Title I Programs, *Rural Isolated Task Force

The Rural Isolated Task Force is a technical assistance project administered by the Division of Equal Education Opportunities. Southern, rural majority Negro school systems (242) have been cut off from Federal aid. The proposed Task Force will survey and make plans to ameliorate the educational problems of such school systems. Titles I and III of the ESEA are primary projected sources of support. (EM)

ED 033 177

UD 009 142

Alexander, Theron

Children and Adolescents; A Biocultural Approach to Psychological Development.

Pub Date 69

Note—365p.

Available from—Atherton Press, Inc., 70 Fifth Avenue, New York, N.Y. 10011 (\$8.50).

Document Not Available from EDRS.

Descriptors—*Adolescence, Behavior Development, *Biological Influences, *Child Development, Child Rearing, Cognitive Development, Creative Development, *Cultural Factors, Emotional Development, Intellectual Development, Motivation, Personality Development, Physical Development, *Socialization

In a discussion of psychological development separate sections are devoted to (1) biological and cultural influences on development, (2) development in infancy, early childhood, middle childhood, and adolescence, (3) physiological foundations of behavior, (4) motivation and cognitive development, (5) intellectual development,

(6) imagination and creativity, (7) socialization, (8) social learning and authority, (9) developmental disorders, and (10) methods and theories contributing to child and adolescent psychology. Relevant research is reviewed. (EM)

ED 033 178

UD 009 146

Engle, Kenneth B. Szyperki, Thomas

A Demonstration Study of Significant Others in Producing Change in Self-Concept and Achievement in Kalamazoo Secondary School Underachievers.

Kalamazoo Board of Education, Mich.

Spons Agency—Michigan State Board of Education, Lansing.

Pub Date 30 Jun 65

Note—23p.

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors—*Academic Performance, Achievement Tests, Attendance, *Behavior Change, Behavior Rating Scales, *Counseling Effectiveness, Discipline, Family Environment, Grades (Scholastic), Group Counseling, Peer Relationship, *Secondary School Students, Self Concept, Student Attitudes, Teacher Response, *Underachievers

Identifiers—Kalamazoo Michigan Public Schools

The hypothesis of this 3-year study was that contact with supportive influences (peer leaders, personal counseling interviews, group counseling sessions, and warm, sincere, interesting teachers) would improve the academic performance of underachieving secondary school students. The subjects, 440 seventh, ninth, and 10th graders from the Kalamazoo (Michigan) Public School system, were divided into four experimental and four control groups. Each experimental group received one form of the supportive treatment. The results of the pre- and post-testing indicated that the overall objectives of improved grades and reduced anxiety were not realized. However, the "peer leader" and the "group counseling" groups showed fewer absences and tardiness and milder, less frequent disciplinary problems. These inconclusive findings reinforce the hypothesis that the underachieving syndrome is rooted in the home and environment and that it should be attended to in the upper elementary years. [Final page of document marginally reproducible.] (KG)

ED 033 179

UD 009 150

Nichols, Robert C.

Implications of Racial Differences in Intelligence for Educational Research and Practice.

Pub Date 6 Feb 69

Note—14p.; Paper presented as part of a symposium at the American Educational Research Association (Los Angeles, Calif., February 6, 1969).

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—Caucasians, Educational Practice, *Educational Research, Environmental Influences, Geography, Heredity, Individual Differences, *Intelligence Differences, Intelligence Tests, Literature Reviews, Negroes, *Racial Differences, Socioeconomic Status, Test Results

Reviewed are findings in the literature of racial differences in intelligence which are consistent in revealing "real differences in test performance between Negroes and whites." The interpretation that these racial differences are due to cultural bias in the tests is denied. A discussion of the genetic vs. environmental etiology of the differences notes that the fundamental issue should be the relative effectiveness of various educational procedures which might reduce racial differences in ability, if in fact they are due to certain environmental factors. Also mentioned are the reported socioeconomic, geographic, and individual differences which must be considered in educational research and practice oriented toward equal educational opportunity. (NH)

ED 033 180

UD 009 152

Purcell, Francis P.

Low Income Youth, Unemployment, Vocational Training and the Job Corps.

New York Univ., N.Y. Center for the Study of Unemployed Youth.

Spons Agency—Office of Juvenile Delinquency and Youth Development (DHEW), Washington, D.C.

Pub Date Jun 66

Note—23p.

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors—*Disadvantaged Youth, *Federal Programs, *Job Training, Vocational Counseling, *Vocational Training Centers

Identifiers—*Job Corps

The past history of varied operations of the Job Corps Centers indicates that the high incidence of failure to acculturate trainees to socially acceptable behavior has been due to the Centers' limited, vocational orientation. The Centers should identify the different types of deviant behavior and treat them individually. Also, they should help the disadvantaged youth acquire new values and aspirations represented by the program. (KG)

ED 033 181

UD 009 153

Red, White and Black: Minorities in America—A Collection of Paperbacks with a Selected List of Bibliographies.

Combined Paperback Exhibit, Inc., Briarcliff Manor, N.Y.

Pub Date 69

Note—34p.

EDRS Price MF-\$0.25 HC-\$1.80

Descriptors—Activism, African American Studies, African Culture, American Indians, *Bibliographies, Directories, Educational Needs, Literature, *Minority Groups, *Paperback Books, Publishing Industry, Religion, Spanish Speaking, Student Characteristics

Cited are approximately 600 paperback books relevant to minority groups in the United States. References are listed under the following headings: African history and culture; Afro-American history; American Indians; Spanish-speaking peoples; other minorities; education and youth; religion, and literature. Also included are a selected list of bibliographies and a directory of publishers. (NH)

ED 033 182

UD 009 154

Bartley, Glenda And Others

Lawlessness and Disorder: Fourteen Years of Failure in Southern School Desegregation. Special Report.

Southern Regional Council, Atlanta, Ga.

Pub Date [68]

Note—66p.

EDRS Price MF-\$0.50 HC-\$3.40

Descriptors—*Civil Rights Legislation, Discriminatory Legislation, Federal Government, Free Choice Transfer Programs, *Integration Litigation, *Law Enforcement, Racial Integration, *School Integration, School Segregation, Southern Attitudes, *Southern Schools

Identifiers—Alabama, Civil Rights Act of 1964 Title VI, Jefferson County, Macon County, U S Congress

The first section of this document narrates Southern resistance to integration from 1964 to 1967, and the second relates the weakening of civil rights legislation through the influence of Southern Congressmen and other moderates in Congress. A detailed discussion of the Macon County and Jefferson County (Alabama) school desegregation decisions is presented in the Appendix. Charts are included. (KG)

ED 033 183

UD 009 157

Schools of the Urban Crisis. Task Force on Urban Education Report.

National Education Association, Washington, D.C.

Pub Date 69

Note—66p.

Available from—National Education Association, Publications-Sales Section, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$0.75)

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Community Control, *Decentralization, Delinquent Rehabilitation, *Disadvantaged Youth, Educational Facilities, *Educational Finance, Ethnic Studies, Federal Aid, Individual Instruction, Instructional Materials, *Relevance (Education), School Integration, State Aid, *Urban Education, Urban Teaching

Identifiers—National Education Association, NEA Task Force on Urban Education

The broad outlines of the recommendations for dealing with the urban school crisis presented by the National Educational Association (NEA) Task Force Project are: (1) decentralization and reorganization involving both parents and educators in decision making processes; (2) availability of medical and dental care; (3) individualized instruction; (4) cooperation with police courts; (5)

use of instructional materials reflecting different ethnic, economic, racial and social backgrounds; (6) extended use of educational facilities and replacement of inadequate structures with new ones; (7) recruitment and retraining of teachers; and, (8) increased allocation of funds by both state and government. These recommendations are discussed in separate chapters dealing with urban school reorganization, the educational experience, staffing, and financing. (KG)

ED 033 184 UD 009 160

Demak, Leonard S.
New Ideas in Michigan Education; Behavior Modification.

Wayne County Intermediate School District, Detroit, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Apr 69

Grant—OEG-8-055610-2895

Note—30p.

Available from—Michigan State Dept. of Education, Lansing, Statewide Dissemination Service.

EDRS Price MF-\$0.25 HC-\$1.60

Descriptors—Behavioral Objectives, *Behavior Change, Behavior Problems, Delinquent Behavior, *Experimental Programs, Instructional Innovation, Instructional Technology, Learning Laboratories, Learning Processes, Post Testing, Pretesting, Program Costs, Program Descriptions, *Reinforcement, *Teaching Procedures

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III Program, *Michigan

This document provides summary descriptions of a dozen ESEA Title III programs using behavior control techniques on various populations of school-age youth, for different objectives. Each program summary gives the title, population served, approximate annual cost, procedures, a brief evaluation, and whom to contact for further information. (EM)

ED 033 185 UD 009 235

Assimilation thru Cultural Understanding. ESEA Title III - Phase III. Part II: Narrative Report; Application for Continuation Grant. Part III: Projected Activities. Attachments.

Hoboken Board of Education, N.J.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 69

Grant—OEG-3-7-704112-4344

Note—36p.

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Acculturation, *Bilingual Education, Bilingual Students, Community Involvement, Cooperative Programs, Curriculum Development, *Demonstration Programs, Human Resources, Puerto Ricans, *Spanish Speaking, Teacher Education

Identifiers—Bilingual Program, *Elementary Secondary Education Act Title III Progr. Hoboken, New Jersey Title VII ESEA Program

This application for continuation grant seeks \$178,827 under Title III, E.S.E.A. to continue the implementation of such Phase II goals as the identification, assessment, and further development of the potential of culturally handicapped children, the development of a productive community and classroom rapport, the development of an effective Bilingual curriculum, the preparation and training of present staff and prospective teachers to adequately meet the needs of classes composed of high percentages of linguistically and culturally handicapped children; the utilization of all resources available to the community; and the serving as a demonstration arena for the development of new practices and procedures in this area. Of particular note as an area of innovation is the proposed "work-study" Bilingual Jr. and Sr. High School "Student-Teacher Aides" project. The proposal includes comprehensive summaries and evaluation of such Phase II activities as Bilingual Education at Hoboken, N.J., the Teacher Attitudinal Survey, the Student Teacher Aide program, and the Human Resource Center. See also ED 024 712 and ED 024 713 for earlier documents in this series. [Not available in hard copy due to marginal reproducibility of original document]. (EM)

ED 033 186 08 UD 009 238

Learning Laboratory To Teach Basic Skills in a Culturally Deprived Area. Final Report.

Booker T. Washington Junior-Senior High School, Miami, Fla.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-0050

Pub Date Jul 68

Contract—OEC-5-85-073

Note—33p.

EDRS Price MF-\$0.25 HC-\$1.75

Descriptors—Academic Achievement, *Basic Skills, *Disadvantaged Youth, Followup Studies, Guidance Programs, *High School Students, Language Arts, *Learning Laboratories, Mathematics Instruction, *Negro Students, Programmed Tutoring, Remedial Instruction, Test Results, Urban Renewal

Identifiers—Metropolitan Achievement Test, Miami

Designed as a 3-year pilot project, the Booker T. Washington High School Learning Laboratory emphasized the preparation of its disadvantaged Negro students for better job opportunities. Three consecutive experimental groups were to receive special training in language arts and mathematics, as well as special guidance. Three corresponding control groups were to be selected. The program ended after its second year because massive urban renewal and highway construction caused the phasing out of the high school. Rigorous evaluation of the program in terms of employment following high school and academic achievement was thus impossible. However, tentative experimental-control comparisons on post-high school employment, and on academic achievement using the Metropolitan Achievement Test, reveal that the experimental groups were always equal, and sometimes superior, to the control groups. A highly favorable result following the second year was that a large number of students in the initial experimental groups stayed in school in spite of urban renewal problems. See ED 019 704 for "Guidance Units" used in the project. [Urban renewal maps, pages B1 and B2, are not included with the document because of their marginal reproducibility.] (EM)

ED 033 187 VT 007 232

Know Your LPNs.

National Federation of Licensed Practical Nurses, Inc., New York, N.Y.

Pub Date 68

Note—11p.

Available from—National Federation of Licensed Practical Nurses, Inc., 250 West 57th Street, New York, New York 10019 (\$3.35)

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—*Educational Background, Health Occupations, *Individual Characteristics, Job Skills, *National Surveys, *Practical Nurses, Salaries

To obtain a profile of the Licensed Practical Nurse (LPN), questionnaires were mailed in April 1968 to the entire membership of the National Federation of Licensed Practical Nurses, totalling 31,318. As of July 1968 there were 10,454 replies of which the first 5,993 or 57.7 percent were analyzed. Some findings were: (1) 10.6 percent of the respondents were in their 20's and 77.4 percent were 40 or more, (2) 61.5 percent were married, (3) The average yearly income was approximately \$4,000, (4) 91.3 percent had attended high school and of these 71.2 percent had graduated, (5) 74.3 percent had attended a school of practical nursing and of these 93.8 percent had graduated, (6) 95.4 percent were employed and of these 79.4 percent were employed full time, (7) 65 percent were employed on hospital staffs, 24.2 percent in private duty, 12.6 percent in nursing homes, 5.7 percent in physician's offices, and (8) 87.7 percent desired training in two or three different subjects. (JK)

ED 033 188 08 VT 007 560

The Role of the Community Resource Person in the Organization of a Coordinated Education and Manpower Development and Utilization Program. Final Report.

Upjohn (W.E.) Inst. for Employment Research, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-1181

Pub Date Nov 68

Grant—OEG-0-8-071181-2516-085

Note—85p.

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Communication Problems, Community Change, Community Organizations, *Community Programs, Federal Legislation, *Manpower Development, *Manpower Utilization, Organization, *Program Coordination, *Resource Staff Role

Programs in two southeastern communities were established to develop community resource persons who could facilitate the initiation of comprehensive manpower development and utilization programs. Major problems inhibiting the development of such manpower programs were fragmentation of social welfare program and lack of total community concern and involvement. These problems were considered to be the result, not of indifference, but of the inability to define action roles or to construct a vehicle through which effective action might be carried out. Over a period of 1 year, local leaders representing major components of the community developed the following essential elements of a coordinated community manpower program. First, the program must be fully understood and supported by local leaders. Second, the full-time staff person is necessary to provide continuity and incentive. Finally, local leaders, themselves must determine problems, analyze resources, delineate program and service gaps, define possible courses of action, and identify program responsibility. (Not available in hard copy due to marginal legibility of original document.) (CH)

ED 033 189 VT 007 896

Thurston, John R. And Others

The Prediction of Success in Nursing Education. Phase III, 1967-1968.

Spons Agency—Public Health Service (DHEW), Washington, D.C. Div. of Nursing.

Pub Date 68

Note—125p.

EDRS Price MF-\$0.50 HC-\$6.35

Descriptors—Attitude Tests, Empathy, *Health Occupations Education, *Nursing, *Predictive Measurement, Student Attitudes, *Student Testing, Teacher Attitudes

Specific aims of Phase III, planned as a 4-year program, included: (1) evaluating the efficiency of three instruments—Nursing Sentence Completions (NSC), Nurse Attitudes Inventory (NAI), and Luther Hospital Sentence Completions (LHSC)—for the prediction of success early in nursing school, (2) developing attitudinal area scores for the three instruments, (3) developing the Empathy Inventory (EI), a research tool to explore the role of faculty and schools in precipitating underachievement, withdrawal, and failure, and (4) testing the generality of results and promoting the use of the tests. Because funding was available for only 1 year, the research objectives could be realized only in part. Some results were: (1) elicitation of responses related generally to success or failure, and (2) variation among schools in the magnitude of relationships. Exploration of the psycho-social climate of nursing schools and the use of NSC scores in concert with a qualitative analysis of individual responses as bases for remediation of students' problems were recommended. The NSC, NAI, and EI are discussed in detail. A special study involving Purdue's five associate degree programs is presented. Phase I and II are available as VT 009 168. (JK)

ED 033 190 VT 008 040

Current Nursing Research Grants Supported by the Division of Nursing.

Public Health Service (DHEW), Washington, D.C. Div. of Nursing.

Pub Date Jan 68

Note—13p.

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—*Grants, Health Occupations Education, Health Services, *Nursing, Professional Education, *Researchers, *Research Projects

Identifiers—United States Public Health Service, USPHS, *USPHS Nursing Research Project Grants

The United States Public Health Service Nursing Research Project Grants established in 1955, support studies dealing with all aspects of nursing practice, organization and delivery of nursing services to the patient, nursing as an occupation, and ways of communicating research findings. Intended as a means of sharing information about ongoing nursing research, this document lists research projects funded through July 1967. Grants are listed according to state and information for each includes grant number, investigator, institution, and title of project. (JK)

ED 033 191

VT 008 105

Reilly, Anthony Joseph, III
The Effects of Leadership Styles on Group Performance: A Field Experiment.
 Iowa State Univ. of Science and Technology,
 Ames, Industrial Relations Center.

Pub Date 68
 Note—133p.
 Available from—Industrial Relations Center, Iowa State Univ., Ames, Iowa 50010 (No charge)
 EDRS Price MF-\$0.75 HC-\$6.75

Descriptors—Interaction Process Analysis, Leadership Styles, Nursing, Peer Groups, Problem Solving, Sociometric Techniques, Students, Tables (Data)

This study tested Fiedler's contingency model of leadership effectiveness on 86 nursing students in a large midwestern hospital. Fourteen individuals representing the task oriented and relationship-oriented leadership styles and two levels of sociometric status were randomly designated as leaders for small groups. The groups worked on five structured and five unstructured nursing problems in 10 fifty-minute sessions. The hypothesis that leaders of different styles use different kinds of verbal statements in communicating with their group members was not confirmed. Rather, a difference in the amount of verbal involvement was suggested. Task-oriented leaders talked significantly more to their group members. Superior performance of the groups led by relationship-oriented leaders on both types of problems did not support the hypothesis that relationship-oriented leaders perform more effectively on unstructured problems. It was suggested that future research include measures to test the interpretation that the overall nursing philosophy outweighs the type of task. All instruments are presented in the appendices. (JK)

ED 033 192

VT 008 133

Liebafsky, E.E. And Others
A Methodological Approach to Identification and Classification of Certain Types of Inactive Work-Seekers. Final Report.

Houston Univ., Tex. Center for Research in Business and Economics.
 Spons Agency—Office of Manpower, Automation, and Training (DOL), Washington, D.C.
 Pub Date 22 Oct 63

Note—136p.
 Available from—Center for Research in Business and Economics, University of Houston, Cullen Boulevard, Houston, Texas 77004 (\$3.00)
 EDRS Price MF-\$0.75 HC-\$6.90

Descriptors—Employment Problems, Interviews, Labor Force Nonparticipants, Negroes, Questionnaires, Research Needs, Research Problems, Work Attitudes
 Identifiers—Houston, Texas

In an attempt to secure a better understanding of why some males withdraw or refrain from entering the nation's labor force, 99 volunteers were interviewed to: (1) identify by name and address, men who are not in the labor force but who, under some circumstances, would want to work, and (2) develop techniques for identifying economic, social, and psychological reasons underlying labor force non-participation. Of those interviewed, eight were classified as "not in the labor force." Research hypotheses were: (1) Protracted, unsuccessful job searches, restriction of past employment to low-skill and low-status occupations among older unemployed workers, inadequate skills or education of out-of-school youngsters, and/or racial discrimination may produce discouragement and abandonment of active searching, and (2) A non-working male may be classified as "not in the labor force" only because he does not know how to look for work. Recommendations included: (1) further analysis of the forces which relate to the employment, unemployment, and withdrawal from the labor force of Negro males, and (2) study of one metropolitan area based upon interviews of several hundred Negro males. The appendix contains tables, recommendations for study, social-psychological variables, interview schedule development, and the interview schedule utilized. (DM)

ED 033 193

VT 008 184

Wolansky, William D. Cochran, Leslie H.
Course Outline and Resource Materials for Fluid Power Instruction in Secondary Schools.
 Prepared at the NDEA Summer Institute (Detroit, June 24-August 2, 1968).

Wayne State Univ., Detroit, Mich. Dept. of Industrial Education.
 Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 68
 Note—37p.

EDRS Price MF-\$0.25 HC-\$1.95

Descriptors—Course Content, Fluid Power Education, Industrial Arts, Instructional Aids, Instructional Materials, School Shops, Summer Institutes, Teacher Developed Materials

Identifiers—National Defense Education Act Title XI Institute, NDEA Title XI Institute

This course outline was developed by industrial arts teachers during the 1968 National Defense Education Act summer institute. It is intended for the specific use of teachers involved in fluid power courses. A topical outline covers terminology, equipment, procedures, and safety techniques. Other sections include a book list, a book evaluation form, an audiovisual materials list, and floor plans for school laboratories. The appendix includes a participant list. The final report of the institute is available as VT 008 185. (EM)

ED 033 194

VT 008 440

Shapovalenko, S.G., Ed.
Polytechnical Education in the U.S.S.R. Monographs on Education-III.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 63
 Note—443p.
 Available from—Unipub, Inc., P.O. Box 433, New York, New York 10016 (\$3.50)

Document Not Available from EDRS.

Descriptors—Cocurricular Activities, Curriculum, Educational Change, Foreign Countries, General Education, Physical Facilities, Prevocational Education, Teacher Education, Technical Education, Vocational Education

Identifiers—Union of Soviet Socialist Republics
 Important changes in Soviet education since the 1958 reform have been described in detail by staff and members of the Academy of Pedagogical Sciences of the Russian Soviet Federative Socialist Republic. Chapters include: (1) Marxist-Leninist Ideas and Polytechnical Education, (2) Soviet Experience in Polytechnical Education Before the Reform, (3) The Reorganization of General Secondary Education, (4) Creation of the Material and Technical Basis for Communism, (5) The New Curricula and Syllabuses as the Basis for Polytechnical Education, (6) The Tasks, Principles and Scope of Polytechnical Education in Soviet Schools, (7) Methods and Forms of Organization of Polytechnical Education, (8) The Role of Out-of-Class and Out-of-School Work in the Polytechnical Education of Schoolchildren, (9) The Educational Value of Polytechnical Training, (10) The Material Facilities of Polytechnical Education in Soviet Schools, and (11) The Training of Teachers for Polytechnical Education. Remaining chapters deal with polytechnical education as illustrated in the teaching of individual subjects such as the sciences, history, and engineering practice. (JK)

ED 033 195

VT 008 562

Mitchell, E.F. And Others
Industrial Arts and Vocational Education in Grades K-12. Final Report.

Leflore County Schools, Greenwood, Miss.
 Pub Date Oct 68
 Note—99p.

EDRS Price MF-\$0.50 HC-\$5.05

Descriptors—Comprehensive Programs, Curriculum Guides, Elementary Grades, Industrial Arts, Junior High Schools, Program Development, Secondary Schools, Vocational Education

Identifiers—Greenwood, Leflore County Mississippi Schools, Mississippi

This curriculum guide, encompassing a total industrial arts and vocational program for grades K-12 for the Leflore County Schools, Greenwood, Mississippi, was developed by a local staff of educators. Special emphasis is given to industrial arts in grades K-6, vocational orientation in the seventh grade, introduction to modern industry in the ninth grade, and vocational part-time cooperative education in the 12th grade. Major divisions include: (1) Introduction, (2) Elementary Industrial Arts (K-6), (3) Junior High School Industrial Arts, (4) Industrial Arts and Vocational Education in High Schools, and (5) Summary and

Recommendations. Appended materials include a pilot proposal for Elementary School, Course descriptions and outlines for Elementary School Industrial Arts, and a report on "Interpretation of Modern Industry." (GR)

ED 033 196

VT 008 635

A Reform of Nursing Education: First Report of a Special Committee on Nurse Education.

National Council of Nurses of the United Kingdom, London (England); Royal Coll. of Nursing, London (England).

Pub Date 64
 Note—68p.
 Available from—Rhyal College of Nursing, la Henrietta Place, Cavendish Square, London, W1M 0AB, England (\$4.2).

Document Not Available from EDRS.

Descriptors—Apprenticeships, Educational Change, Financial Support, Foreign Countries, Health Occupations Education, Hospitals, Nursing, Program Proposals

Identifiers—United Kingdom

An appointed committee studied nurse education in the United Kingdom and recommended reorganization of basic nursing education. A well balanced nursing team, supported by non-nursing grades of staff is essential, and should include nurses prepared by two distinct courses leading to the statutory qualifications of enrolled and registered nurse. An enrolled nurse would be prepared through a well planned apprenticeship scheme and a registered nurse through a general educational program administered by a school of nursing which should have an identity separate from that of the hospitals, which provide practical experience. The registered nurse student would be financially independent of the hospital service for the first 2 years of training and the service she would give would be governed by her educational needs. The document presents the case for reform as seen in 1964, a comprehensive proposal for future nursing education, including financial provisions, and specific suggestions for initiating the plan. This report was reprinted in 1969 with the feeling that the recommendations are still relevant and valid. (JK)

ED 033 197

VT 008 718

Brown, Raphael
Manpower and Active Employment Programs for Developing Countries.

Manpower Administration (DOL), Washington, D.C. International Manpower Inst.

Spons Agency—Agency for International Development, Washington, D.C.; Department of State, Washington, D.C.

Pub Date 67
 Note—195p.; Proceedings of the International Manpower Seminars (8th, June 1-August 12, 1967; 9th, Sept. 21-Dec. 2, 1967, Washington, D.C.).

EDRS Price MF-\$0.75 HC-\$9.85

Descriptors—Conference Reports, Developing Nations, Economic Development, Employment Programs, Human Resources, International Programs, Manpower Development, Policy Formation, Simulation

Identifiers—International Manpower Seminars Washington DC

Summaries of proceedings are presented for the eighth and ninth International Manpower Seminars, 1967. The order in which the contents of this volume was assembled follows the general pattern of both seminars: (1) Human Resources in Economic and Social Growth—Basic Concepts, (2) Population and Employment Policies and Measures, (3) Manpower Planning and Allocation in Economic Development, (4) Manpower Strategy, Administration, and Institutions, (5) United States Policies, Programs, and Problems, and (6) Project Aurora. Project Aurora was a simulation experience in manpower planning and development for an imaginary country, Aurora. This experience offered the members of the seminars an opportunity to put to practical use the experience, information, and background material which they had brought from their own countries, combined with concepts and ideas gleaned from the seminar discussions and field observation trips. Lists of participants and seminar leaders are included. (CH)

ED 033 198

VT 008 799

Summary of Vocational Agriculture Facility Standards in 27 States.

use of instructional materials reflecting different ethnic, economic, racial and social backgrounds; (6) extended use of educational facilities and replacement of inadequate structures with new ones; (7) recruitment and retraining of teachers; and, (8) increased allocation of funds by both state and government. These recommendations are discussed in separate chapters dealing with urban school reorganization, the educational experience, staffing, and financing. (KG)

ED 033 184

UD 009 160

Demak, Leonard S.

New Ideas in Michigan Education; Behavior Modification.

Wayne County Intermediate School District, Detroit, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Apr 69

Grant—OEG-8-055610-2895

Note—30p.

Available from—Michigan State Dept. of Education, Lansing, Statewide Dissemination Service.

EDRS Price MF-\$0.25 HC-\$1.60

Descriptors—Behavioral Objectives, *Behavior Change, Behavior Problems, Delinquent Behavior, *Experimental Programs, Instructional Innovation, Instructional Technology, Learning Laboratories, Learning Processes, Post Testing, Pretesting, Program Costs, Program Descriptions, *Reinforcement, *Teaching Procedures

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III Program, *Michigan
This document provides summary descriptions of a dozen ESEA Title III programs using behavior control techniques on various populations of school-age youth, for different objectives. Each program summary gives the title, population served, approximate annual cost, procedures, a brief evaluation, and whom to contact for further information. (EM)

ED 033 185

UD 009 235

Assimilation thru Cultural Understanding. ESEA Title III - Phase III. Part II: Narrative Report; Application for Continuation Grant. Part III: Projected Activities. Attachments.

Hoboken Board of Education, N.J.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 69

Grant—OEG-3-7-704112-4344

Note—56p.

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Acculturation, *Bilingual Education, Bilingual Students, Community Involvement, Cooperative Programs, Curriculum Development, *Demonstration Programs, Human Resources, Puerto Ricans, *Spanish Speaking, Teacher Education

Identifiers—Bilingual Program, *Elementary Secondary Education Act Title III Progr, Hoboken, New Jersey Title VII ESEA Program
This application for continuation grant seeks \$178,827 under Title III, E.S.E.A. to continue the implementation of such Phase II goals as the identification, assessment, and further development of the potential of culturally handicapped children, the development of a productive community and classroom rapport, the development of an effective Bilingual curriculum, the preparation and training of present staff and prospective teachers to adequately meet the needs of classes composed of high percentages of linguistically and culturally handicapped children; the utilization of all resources available to the community; and the serving as a demonstration arena for the development of new practices and procedures in this area. Of particular note as an area of innovation is the proposed "work-study" Bilingual Jr. and Sr. High School "Student-Teacher Aides" project. The proposal includes comprehensive summaries and evaluation of such Phase II activities as Bilingual Education at Hoboken, N.J., the Teacher Attitudinal Survey, the Student Teacher Aide program, and the Human Resource Center. See also ED 024 712 and ED 024 713 for earlier documents in this series. [Not available in hard copy due to marginal reproducibility of original document.] (EM)

ED 033 186

08

UD 009 238

Learning Laboratory To Teach Basic Skills in a Culturally Deprived Area. Final Report.

Booker T. Washington Junior-Senior High School, Miami, Fla.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-0050

Pub Date Jul 68

Contract—OEC-5-85-073

Note—33p.

EDRS Price MF-\$0.25 HC-\$1.75

Descriptors—Academic Achievement, *Basic Skills, *Disadvantaged Youth, Followup Studies, Guidance Programs, *High School Students, Language Arts, *Learning Laboratories, Mathematics Instruction, *Negro Students, Programmed Tutoring, Remedial Instruction, Test Results, Urban Renewal

Identifiers—Metropolitan Achievement Test, Miami

Designed as a 3-year pilot project, the Booker T. Washington High School Learning Laboratory emphasized the preparation of its disadvantaged Negro students for better job opportunities. Three consecutive experimental groups were to receive special training in language arts and mathematics, as well as special guidance. Three corresponding control groups were to be selected. The program ended after its second year because massive urban renewal and highway construction caused the phasing out of the high school. Rigorous evaluation of the program in terms of employment following high school and academic achievement was thus impossible. However, tentative experimental-control comparisons on post-high school employment, and on academic achievement using the Metropolitan Achievement Test, reveal that the experimental groups were always equal, and sometimes superior, to the control groups. A highly favorable result following the second year was that a large number of students in the initial experimental groups stayed in school in spite of urban renewal problems. See ED 019 704 for "Guidance Units" used in the project. [Urban renewal maps, pages B1 and B2, are not included with the document because of their marginal reproducibility.] (EM)

ED 033 187

VT 007 232

Know Your LPNs.

National Federation of Licensed Practical Nurses, Inc., New York, N.Y.

Pub Date 68

Note—11p.

Available from—National Federation of Licensed Practical Nurses, Inc., 250 West 57th Street, New York, New York 10019 (\$35)

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—Educational Background, Health Occupations, *Individual Characteristics, Job Skills, *National Surveys, *Practical Nurses, Salaries

To obtain a profile of the Licensed Practical Nurse (LPN), questionnaires were mailed in April 1968 to the entire membership of the National Federation of Licensed Practical Nurses, totalling 31,318. As of July 1968 there were 10,454 replies of which the first 5,993 or 57.7 percent were analyzed. Some findings were: (1) 10.6 percent of the respondents were in their 20's and 77.4 percent were 40 or more, (2) 61.5 percent were married, (3) The average yearly income was approximately \$4,000, (4) 91.3 percent had attended high school and of these 71.2 percent had graduated, (5) 74.3 percent had attended a school of practical nursing and of these 93.8 percent had graduated, (6) 95.4 percent were employed and of these 79.4 percent were employed full time, (7) 65 percent were employed on hospital staffs, 24.2 percent in private duty, 12.6 percent in nursing homes, 5.7 percent in physician's offices, and (8) 87.7 percent desired training in two or three different subjects. (JK)

ED 033 188

08

VT 007 560

The Role of the Community Resource Person in the Organization of a Coordinated Education and Manpower Development and Utilization Program. Final Report.

Upjohn (W.E.) Inst. for Employment Research, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-1181

Pub Date Nov 68

Grant—OEG-0-8-071181-2516-085

Note—85p.

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Communication Problems, Community Change, Community Organizations, *Community Programs, Federal Legislation, *Manpower Development, *Manpower Utilization, Organization, *Program Coordination, *Resource Staff Role

Programs in two southeastern communities were established to develop community resource persons who could facilitate the initiation of comprehensive manpower development and utilization programs. Major problems inhibiting the development of such manpower programs were fragmentation of social welfare program and lack of total community concern and involvement. These problems were considered to be the result, not of indifference, but of the inability to define action roles or to construct a vehicle through which effective action might be carried out. Over a period of 1 year, local leaders representing major components of the community developed the following essential elements of a coordinated community manpower program. First, the program must be fully understood and supported by local leaders. Second, the full-time staff person is necessary to provide continuity and incentive. Finally, local leaders, themselves must determine problems, analyze resources, delineate program and service gaps, define possible courses of action, and identify program responsibility. (Not available in hard copy due to marginal legibility of original document.) (CH)

ED 033 189

VT 007 896

Thurston, John R. And Others

The Prediction of Success in Nursing Education. Phase III, 1967-1968.

Spons Agency—Public Health Service (DHEW), Washington, D.C. Div. of Nursing.

Pub Date 68

Note—125p.

EDRS Price MF-\$0.50 HC-\$6.35

Descriptors—Attitude Tests, Empathy, *Health Occupations Education, *Nursing, *Predictive Measurement, Student Attitudes, *Student Testing, Teacher Attitudes

Specific aims of Phase III, planned as a 4-year program, included: (1) evaluating the efficiency of three instruments—Nursing Sentence Completions (NSC), Nurse Attitudes Inventory (NAI), and Luther Hospital Sentence Completions (LHSC)—for the prediction of success early in nursing school, (2) developing attitudinal area scores for the three instruments, (3) developing the Empathy Inventory (EI), a research tool to explore the role of faculty and schools in precipitating underachievement, withdrawal, and failure, and (4) testing the generality of results and promoting the use of the tests. Because funding was available for only 1 year, the research objectives could be realized only in part. Some results were: (1) elicitation of responses related generally to success or failure, and (2) variation among schools in the magnitude of relationships. Exploration of the psycho-social climate of nursing schools and the use of NSC scores in concert with a qualitative analysis of individual responses as bases for remediation of students' problems were recommended. The NSC, NAI, and EI are discussed in detail. A special study involving Purdue's five associate degree programs is presented. Phase I and II are available as VT 009 168. (JK)

ED 033 190

VT 008 040

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Pub Date Jan 68

Note—13p.

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—*Grants, Health Occupations Education, Health Services, *Nursing, Professional Education, *Researchers, *Research Projects
Identifiers—United States Public Health Service, USPHS, *USPHS Nursing Research Project Grants

The United States Public Health Service Nursing Research Project Grants established in 1955, support studies dealing with all aspects of nursing practice, organization and delivery of nursing services to the patient, nursing as an occupation, and ways of communicating research findings. Intended as a means of sharing information about ongoing nursing research, this document lists research projects funded through July 1967. Grants are listed according to state and information for each includes grant number, investigator, institution, and title of project. (JK)

ED 033 191

VT 008 105

Relly, Anthony Joseph, III
The Effects of Different Leadership Styles on Group Performance: A Field Experiment.
Iowa State Univ. of Science and Technology, Ames. Industrial Relations Center.

Pub Date 68

Note—133p.

Available from—Industrial Relations Center, Iowa State Univ., Ames, Iowa 50010 (No charge)
EDRS Price MF-\$0.75 HC-\$6.75

Descriptors—Interaction Process Analysis, Leadership Styles, *Nursing, *Peer Groups, *Problem Solving, Sociometric Techniques, *Students, Tables (Data)

This study tested Fiedler's contingency model of leadership effectiveness on 86 nursing students in a large midwestern hospital. Fourteen individuals representing the task oriented and relationship-oriented leadership styles and two levels of sociometric status were randomly designated as leaders for small groups. The groups worked on five structured and five unstructured nursing problems in 10 fifteen-minute sessions. The hypothesis that leaders of different styles use different kinds of verbal statements in communicating with their group members was not confirmed. Rather, a difference in the amount of verbal involvement was suggested. Task-oriented leaders talked significantly more to their group members. Superior performance of the groups led by relationship-oriented leaders on both types of problems did not support the hypothesis that relationship-oriented leaders perform more effectively on unstructured problems. It was suggested that future research include measures to test the interpretation that the overall nursing philosophy outweighs the type of task. All instruments are presented in the appendices. (JK)

ED 033 192

VT 008 133

Liebfach, E.E. And Others
A Methodological Approach to Identification and Classification of Certain Types of Inactive Work-Seekers. Final Report.

Houston Univ., Tex. Center for Research in Business and Economics.

Spons Agency—Office of Manpower, Automation, and Training (DOL), Washington, D.C.

Pub Date 22 Oct 65

Note—136p.

Available from—Center for Research in Business and Economics, University of Houston, Cullen Boulevard, Houston, Texas 77004 (\$3.00)
EDRS Price MF-\$0.75 HC-\$6.90

Descriptors—*Employment Problems, Interviews, *Labor Force Nonparticipants, *Negroes, Questionnaires, *Research Needs, Research Problems, *Work Attitudes
Identifiers—Houston, Texas

In an attempt to secure a better understanding of why some males withdraw or refrain from entering the nation's labor force, 99 volunteers were interviewed to: (1) identify by name and address, men who are not in the labor force but who, under some circumstances, would want to work, and (2) develop techniques for identifying economic, social, and psychological reasons underlying labor force non-participation. Of those interviewed, eight were classified as "not in the labor force." Research hypotheses were: (1) Protracted, unsuccessful job searches, restriction of past employment to low-skill and low-status occupations among older unemployed workers, inadequate skills or education of out-of-school youngsters, and/or racial discrimination may produce discouragement and abandonment of active searching, and (2) A non-working male may be classified as "not in the labor force" only because he does not know how to look for work. Recommendations included: (1) further analysis of the forces which relate to the employment, unemployment, and withdrawal from the labor force of Negro males, and (2) study of one metropolitan area based upon interviews of several hundred Negro males. The appendix contains tables, recommendations for study, social-psychological variables, interview schedule development, and the interview schedule utilized. (DM)

ED 033 193

VT 008 184

Wolansky, William D. Cochran, Leslie H.
Course Outline and Resource Materials for Fluid Power Instruction in Secondary Schools, Prepared at the NDEA Summer Institute (Detroit, June 24-August 2, 1968).

Wayne State Univ., Detroit, Mich. Dept. of Industrial Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 68

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EDRS Price MF-\$0.25 HC-\$1.95

Descriptors—*Course Content, *Fluid Power Education, Industrial Arts, *Instructional Aids, Instructional Materials, School Shops, Summer Institutes, *Teacher Developed Materials

Identifiers—National Defense Education Act Title XI Institute, NDEA Title XI Institute

This course outline was developed by industrial arts teachers during the 1968 National Defense Education Act summer institute. It is intended for the specific use of teachers involved in fluid power courses. A topical outline covers terminology, equipment, procedures, and safety techniques. Other sections include a book list, a book evaluation form, an audiovisual materials list, and floor plans for school laboratories. The appendix includes a participant list. The final report of the institute is available as VT 008 185. (EM)

ED 033 194

VT 008 440

Shapovalenko, S.G., Ed.
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United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 63

Note—443p.

Available from—Unipub, Inc., P.O. Box 433, New York, New York 10016 (\$3.50)

Document Not Available from EDRS.

Descriptors—Cocurricular Activities, Curriculum, *Educational Change, *Foreign Countries, General Education, Physical Facilities, Vocational Education, Teacher Education, *Technical Education, *Vocational Education
Identifiers—*Union Of Soviet Socialist Republics

Important changes in Soviet education since the 1958 reform have been described in detail by staff and members of the Academy of Pedagogical Sciences of the Russian Soviet Federative Socialist Republic. Chapters include: (1) Marxist-Leninist Ideas and Polytechnical Education, (2) Soviet Experience in Polytechnical Education Before the Reform, (3) The Reorganization of General Secondary Education, (4) Creation of the Material and Technical Basis for Communism, (5) The New Curricula and Syllabuses as the Basis for Polytechnical Education, (6) The Tasks, Principles and Scope of Polytechnical Education in Soviet Schools, (7) Methods and Forms of Organization of Polytechnical Education, (8) The Role of Out-of-Class and Out-of-School Work in the Polytechnical Education of Schoolchildren, (9) The Educational Value of Polytechnical Training, (10) The Material Facilities of Polytechnical Education in Soviet Schools, and (11) The Training of Teachers for Polytechnical Education. Remaining chapters deal with polytechnical education as illustrated in the teaching of individual subjects such as the sciences, history, and engineering practice. (JK)

ED 033 195

VT 008 562

Mitchell, E.F. And Others
Industrial Arts and Vocational Education in Grades K-12. Final Report.

Leflore County Schools, Greenwood, Miss.

Pub Date Oct 68

Note—99p.

EDRS Price MF-\$0.50 HC-\$5.05

Descriptors—Comprehensive Programs, *Curriculum Guides, Elementary Grades, *Industrial Arts, Junior High Schools, Program Development, Secondary Schools, *Vocational Education

Identifiers—Greenwood, Leflore County Mississippi Schools, Mississippi

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Recommendations. Appended materials include a pilot proposal for Elementary School, Course descriptions and outlines for Elementary School Industrial Arts, and a report on "Interpretation of Modern Industry." (GR)

ED 033 196

VT 008 635

A Reform of Nursing Education: First Report of a Special Committee on Nurse Education.

National Council of Nurses of the United Kingdom, London (England); Royal Coll. of Nursing, London (England).

Pub Date 64

Note—68p.

Available from—Royal College of Nursing, 1a Henrietta Place, Cavendish Square, London, W1M 0AB, England (\$4.2)

Document Not Available from EDRS.

Descriptors—Apprenticeships, *Educational Change, Financial Support, *Foreign Countries, Health Occupations Education, Hospitals, *Nursing, *Program Proposals
Identifiers—*United Kingdom

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ED 033 197

VT 008 718

Brown, Raphael
Manpower and Active Employment Programs for Developing Countries.

Manpower Administration (DOL), Washington, D.C. International Manpower Inst.

Spons Agency—Agency for International Development, Washington, D.C.; Department of State, Washington, D.C.

Pub Date 67

Note—195p; Proceedings of the International Manpower Seminars (8th, June 1-August 12, 1967; 9th, Sept. 21-Dec. 2, 1967, Washington, D.C.).

EDRS Price MF-\$0.75 HC-\$9.85

Descriptors—*Conference Reports, *Developing Nations, Economic Development, *Employment Programs, Human Resources, International Programs, *Manpower Development, *Policy Formation, Simulation

Identifiers—*International Manpower Seminars Washington DC

Summaries of proceedings are presented for the eighth and ninth International Manpower Seminars, 1967. The order in which the contents of this volume was assembled follows the general pattern of both seminars: (1) Human Resources in Economic and Social Growth—Basic Concepts, (2) Population and Employment Policies and Measures, (3) Manpower Planning and Allocation in Economic Development, (4) Manpower Strategy, Administration, and Institutions, (5) United States Policies, Programs, and Problems, and (6) Project Aurora. Project Aurora was a simulation experience in manpower planning and development for an imaginary country, Aurora. This experience offered the members of the seminars an opportunity to put to practical use the experience, information, and background material which they had brought from their own countries, combined with concepts and ideas gleaned from the seminar discussions and field observation trips. Lists of participants and seminar leaders are included. (CH)

ED 033 198

VT 008 799

Summary of Vocational Agriculture Facility Standards in 27 States.

Clemson Univ., S.C. Dept. of Agricultural Education.; South Carolina State Dept. of Education, Columbia. Vocational Agriculture Section.

Pub Date 66

Note—14p.

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—Classroom Libraries, Classrooms, Educational Equipment, *Educational Facilities, Facility Requirements, Laboratories, *National Surveys, School Shops, *State Standards, State Supervisors, *Statistical Data, Teacher Educators, *Vocational Agriculture

To determine the standards utilized in most states for vocational agricultural facilities, state supervisors of vocational agriculture and head teacher trainers of agricultural education were surveyed in the 48 continental states. The 27 state standards received in response provided the basis for development of 41 summary tables of recommendations for vocational agriculture facilities. (DM)

ED 033 199

VT 008 930

Allingham, John D.

Women Who Work: Part I, the Relative Importance of Age, Education and Marital Status for Participation in the Labour Force. Special Labour Force Studies No. 5.

Spons Agency—Dominion Bureau of Statistics, Ottawa (Ontario). Special Manpower Studies and Consultation Div.

Pub Date Sep 67

Note—23p.

Available from—Publications Distribution, Dominion Bureau of Statistics, Ottawa, Canada (\$7.5)

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors—Age, Education, *Foreign Countries, *Labor Force, Marital Status, *Working Women

Identifiers—*Canada

This paper is intended to provide a systematic treatment of some hypotheses relating to labor force participation determinants, and an illustration of the relative importance of age, education, and marital status for female participation. Marital status, education, and age have all been shown to affect participation rates. On an impressionistic basis, marital status has been shown to have a greater effect than education, which in turn has a greater impact than age. Although age is of least importance, there is evidence of a pattern in its effect. Within "high" and "low" education groups of single females, age is roughly related in an inverse manner to participation. The pattern for married women is more complex. Within each of the educational groups, the top three rates relate to those aged 40 to 44, 45 to 49, and 50 to 54—ages at which labor force re-entry occurs, after the prime child-bearing-and-care years. (JK)

ED 033 200

VT 009 075

Standards for Associate Degree Occupational Therapy Assistant Program.

American Occupational Therapy Association, New York, N.Y.

Pub Date Jul 67

Note—18p.

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—Accreditation (Institutions), *Associate Degrees, Clinical Experience, Community Colleges, Curriculum Guides, *Health Occupations Education, Junior Colleges, Occupational Therapy, *Occupational Therapy Assistants, *Professional Associations, *Standards, Technical Education

Identifiers—American Occupational Therapy Association, AOTA

Standards for the 2-year program are organized under the following headings: (1) Need, (2) Administration, (3) Resources, (4) Faculty, (5) Facilities and Equipment, (6) Planning, Implementing, and Consulting Bodies, (7) Admission to Program, (8) Curriculum, (9) Approval Procedure, (10) Continuing Approval, (11) Appeals Procedure, and (12) Permanent Records. A fee schedule for American Occupational Therapy Association approval and consultation services and various report forms are included. Information regarding the functions of occupational therapy assistants and a guide for the supervision of assistants are appended. (JK)

ED 033 201

VT 009 082

Company Manpower Planning. Manpower Papers No. 1.

Department of Employment and Productivity, London (England). Manpower Research Unit.

Pub Date 68

Note—60p.

Available from—Sales Section, British Information Services, 845 Third Avenue, New York, New York 10022 (\$1.20)

Document Not Available from EDRS.

Descriptors—*Annotated Bibliographies, *Employment Projections, Foreign Countries, *Labor Supply, *Manpower Needs, Planning, Techniques

Identifiers—*England

To facilitate systematic and logical manpower planning and forecasting at the company level, precisely stated objectives should be developed which include elements of the following concepts: (1) What are the types and levels of skill for which forecasts should be prepared? (2) Are forecasts to be prepared for the whole organization or only part? (3) What degree of accuracy and detail is required? and (4) What is to be the length of the forecasting period? A discussion of forecasting current and future labor supply includes analysis of current labor resources, analysis of changes in the labor force, analysis of turnover forecasting for replacements, effects of changes in conditions of work, and external supply factors. There are four methods to medium and long-term manpower forecasting at the company level. The first of these relies on the informed opinion of managers within the company. The second is based on the idea of projecting past trends in employment. In the third, the results of work-study exercises form the basis for forecasts. In the last and most difficult to apply, predictions are based on measures of labor productivity. A selected bibliography on manpower planning and forecasting at the company level is appended. (CH)

ED 033 202

VT 009 126

Health Resources Statistics; Health Manpower and Health Facilities, 1968. Public Health Service Publication No. 1509.

Public Health Service (DHEW), Washington, D.C. National Center for Health Statistics.

Pub Date Dec 68

Note—255p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (PHS No. 1509, 1968, \$2.50)

EDRS Price MF-\$1.00 HC Not Available from EDRS.

Descriptors—Certification, Educational Resources, *Health Facilities, *Health Occupations Education, *Health Personnel, *Health Services, Hospitals, Nursing Homes, Professional Education, Residential Care, *Statistical Data

Identifiers—*National Center for Health Statistics, NCHS

This report is a part of the program of the National Center for Health Statistics to provide current statistics as baseline data for the evaluation, planning, and administration of health programs. Part I presents data concerning the occupational fields: (1) administration, (2) anthropology and sociology, (3) data processing, (4) basic sciences, (5) biomedical engineering, (6) chiropractic and naturopathy, (7) laboratory, (8) dentistry, (9) dietetics, (10) economic research, (11) environmental control, (12) food and drug protective services, (13) vital statistics, (14) health education, (15) health information and communication, (16) library services, (17) medical records, (18) medicine and osteopathy, (19) midwifery, (20) nursing, (21) occupational therapy, (22) orthotic and prosthetic technology, (23) pharmacy, (24) physical therapy, (25) podiatry, (26) psychology, (27) radiologic technology, (28) secretarial and office services, (29) social work, (30) specialized rehabilitation, (31) speech pathology and audiology, (32) veterinary medicine, (33) vision care, and (34) vocational rehabilitation counseling. Part II presents data concerning inpatient health facilities. A total of 375 primary and alternate job titles are appended. (JK)

ED 033 203

VT 009 127

Smith, Patricia Marie

Experimentation to Determine the Feasibility of Remote Supervision of Student Teachers.

Pub Date 69

Note—227p.

Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106

Document Not Available from EDRS.

Descriptors—Analysis of Variance, College Supervisors, Control Groups, Cooperating Teachers, Doctoral Theses, *Educational Research, Evaluation Criteria, Home Economics Education, Participant Satisfaction, Post Testing, Pretesting, Rating Scales, Student Teachers, *Student Teaching, *Supervisory Methods, *Tape Recordings, Teaching Skills, *Telephone Instruction

To examine the feasibility of remote supervision of preservice home economics education students, 36 students involved in the student teaching experience were assigned to three methods of supervision: (1) face-to-face, with observation contacts and supervisory conferences at the public school, (2) audio-phone, phone conferences relating to audio-taped lessons and other problems, and (3) video-phone, consisting of phone conferences and video-taped lessons. The instruments used were a scale to measure pre- and post-teaching confidence, a critique form to measure improvement of a specific teaching skill, and a rating scale to measure satisfaction of the college supervisor, supervising teacher, and student teacher with the method employed. The methods differed significantly in relation to the satisfaction expressed by student teachers and supervising teachers. Face-to-face, video-phone, and audio-phone were favored in that order. The methods did not differ significantly in relation to the satisfaction expressed by college supervisors or the student teachers' confidence or teaching skill scores. Cost is comparable when schools and universities have the needed equipment. The face-to-face method required 7 hours more per student teacher. This Ph.D. dissertation was submitted to the Ohio State University. (JK)

ED 033 204

VT 009 159

The Transition from School to Work: A Report Based on the Princeton Manpower Symposium May 9-10, 1968. Research Report Series No. 111.

Department of Health, Education and Welfare, Washington, D.C.; National Manpower Policy Task Force, Washington, D.C.; Princeton Univ., N.J.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date 68

Note—290p.

Available from—Industrial Relations Section, Princeton University, P.O. Box 248, Princeton, New Jersey 08540 (\$4.00)

Document Not Available from EDRS.

Descriptors—Business Responsibility, *Conference Reports, Correctional Education, Disadvantaged Youth, Dropouts, Foreign Countries, *Job Placement, Noncollege Preparatory Students, Occupational Guidance, School Role, *Unemployment, *Vocational Education, *Youth

Identifiers—Princeton Manpower Symposium

Approximately 60 experts from education, business, government, unions and associations participated in a symposium to summarize and review the dimensions of the youth unemployment problem and to discuss the roles and responsibilities of schools, private enterprise, trade unions, voluntary agencies, and various levels of government in developing bridges between school and work for noncollege-bound youth. The introductory paper by the symposium organizing committee presents a brief analysis of the problem of transition based primarily upon the submitted papers. Background papers relating to the dimensions of the problem in the United States, experience abroad, and mechanisms for the transition include presentations by: (1) Harold Goldstein, (2) Robert C. Miljus, Herbert S. Parnes, Ronald M. Schmidt, and Ruth S. Spitz, (3) Hugh Folk, (4) Sylvia McCollum, (5) Joseph S. Zeisel, (6) Franz A. Groenping, (7) Rupert N. Evans, (8) Elmer L. Winter, (9) Garth L. Mangum, and (10) Judah Drob. (JK)

ED 033 205

VT 009 166

Watson, Nelson A. Walker, Robert N.

Training Police for Work with Juveniles.

International Association of Chiefs of Police, Washington, D.C. Research and Development Div.

Spons Agency—Office of Juvenile Delinquency and Youth Development (DHEW), Washington, D.C.

Pub Date Dec 65

Note—65p.

EDRS Price MF-\$0.50 HC-\$3.35

Descriptors—Adult Vocational Education, Curriculum Development, *Curriculum Guides, *Delinquency, Delinquency Prevention, Inservice Education, Instructional Materials, Law Enforcement, *Police, *Trade and Industrial Education, *Youth Problems

This curriculum guide for law enforcement personnel is to be used in planning a training session in law enforcement. Police policy, practice, and procedure in handling juvenile cases are covered. Units are: (1) Introduction, (2) Methods and Materials Affecting Police Training in Juvenile Relations, (3) Determining Training Needs, including analysis of critical incidents, citizen complaints, inspections, performance ratings, and community relations, (4) Curriculum Development, and (5) Suggested Curriculum for Police Training in Juvenile Matters. The teachers should be law enforcement personnel and have experience in law enforcement and training. Supplementary materials include: (1) curriculum suggestions for two workshops, (2) training program and coaching procedures, (3) role of the police in juvenile delinquency, (4) sample lesson plan format, (5) films for use in police training on juvenile matters, and (6) a bibliography. (GR)

ED 033 206 VT 009 168

Thurston, John R. And Others

The Prediction of Success in Nursing Education: Phase I and Phase II, 1959-1967.

Spons Agency—Public Health Service (DHEW), Washington, D.C. Div. of Nursing.

Pub Date 67

Note—271p.

EDRS Price MF-\$1.25 HC-\$13.65

Descriptors—Academic Failure, Guidance, *Health Occupations Education, *Nursing, *Personality Tests, *Predictive Validity, Student Attitudes, *Success Factors, Tables (Data), Teacher Attitudes, Withdrawal

This study concerned the development and testing of an instrument designed to provide nursing schools with meaningful information about the personalities and potential problems of their students. In Phase I, the instrument—the Luther Hospital Sentence Completions (LHSC)—was constructed along with a Nursing Education Scale (NES) which provided for scoring of LHSC responses. Cross validation of the LHSC in two schools of nursing revealed significant differences between achievers and failures but not between achievers and underachievers. Phase II was largely a replication of Phase I but three schools of nursing were used. In two schools, significant relationships were noted between achievement and NES-LHSC Total as well as five attitudinal areas. In a third school, achievement was related significantly to NES-LHSC Total and one attitudinal area. In both phases, other instruments (the Minnesota Multiphasic Inventory, the ROTTER Incomplete Sentence Blank, and the National League for Nursing Pre-Nursing and Guidance Test) were studied. The report also includes information about two other instruments developed in the project: the Nurse Attitudes Inventory and the faculty Empathy Inventory. Phase III is available as VT 007 896. (JK)

ED 033 207 VT 009 171

McQueen, Robert

Report of National Vocational-Technical Facility Planning Conference (Las Vegas, Nevada, May, 1967).

Nevada Univ., Reno. School Planning Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Vocational and Technical Education.

Pub Date Jun 67

Note—112p.

EDRS Price MF-\$0.50 HC-\$5.70

Descriptors—Architectural Elements, Audiovisual Aids, *Conference Reports, *Educational Planning, *Physical Facilities, School Construction, Systems Approach, Technical Education, *Vocational Education

Identifiers—National Vocational Facility Planning Conference

Presentations at the conference, which was attended by 137 persons, included: (1) "A Road to Quality Vocational Facilities" by S.J. Knezevich, (2) "A Systems Approach to School Construction" by John Boice, (3) "The Birth of a New Vocational-Technical Center" by Clayton Farnsworth, (4) "Architectural Features of the Southern Nevada Vocational-Technical Center" by William Blurock, (5) "The Integrated Ceiling"

by Harris Sharp, (6) "Teaching and Educational Models" by Al Russell, and (7) "Thermal Environments" by Norman Rutgers. Thirty-one questions asked by conference participants are presented with the answers provided by a panel. (JK)

ED 033 208 VT 009 183

Papp, Alexander George

A Comparison of Two Approaches to Teaching Orthographic Projection at the College Level.

Pub Date 69

Note—181p.

Available from—University Microfilms, Inc., 300

North Zeeb Road, Ann Arbor, Michigan 48106

Document Not Available from EDRS.

Descriptors—Bibliographies, Curriculum, Doctoral Theses, *Drafting, *Experimental Groups, *Industrial Arts, Orthogonal Projection, Problem Solving, Research Methodology, *Teacher Educators, *Teaching Procedures

The purpose of this study was to ascertain whether or not the whole method or the part method of solving orthographic projection problems made any significant difference in student performance scores, and more specifically, to ascertain the relative effectiveness of these two approaches on seven criterion variables. The research design was quasi-experimental: two laboratory instructors each taught an experimental and a control group in engineering drawing, with all groups utilizing identical laboratory problems, homework assignments and attending the same weekly lecture for 4 weeks. It was concluded that no significant difference was demonstrated by either of the two instructional approaches in achievement, ability to solve graphic problems, ability to understand technical information, ability to understand spatial relations, or in influencing student attitude toward the course. This D. Ed. Dissertation was submitted to The University of Missouri. (GR)

ED 033 209 VT 009 196

Bennett, James Gordon

Disadvantaged and Non-Disadvantaged Urban High School Students Perceptions of Work Within General Merchandise Retail Department Stores.

Pub Date 69

Note—119p.

Available from—University Microfilms, Inc., 300

North Zeeb Road, Ann Arbor, Michigan 48106

Document Not Available from EDRS.

Descriptors—*Disadvantaged Youth, *Distributive Education, Employee Attitudes, Employment Opportunities, Employment Practices, Employment Qualifications, Job Satisfaction, Occupational Mobility, Perception, Racial Discrimination, Rating Scales, Retailing, *Sales Occupations, *Student Attitudes, *Surveys, Work Attitudes

In three Ohio cities, a perception scale of 55 statements was administered to: (1) 350 black students in schools serving disadvantaged youth, (2) 600 white students in schools serving non-disadvantaged youth, (3) 27 white students in a school serving disadvantaged youth, and (4) 154 department store workers. Among extensive findings were the following: (1) The perceptions of the white students in the "disadvantaged school" most closely approximated the perceptions of the store employees; the black students were the farthest removed, (2) Like the employee group, the white students in the "disadvantaged school" believed that minority and white applicants have equal chances of being hired as salesmen, (3) White students in "non-disadvantaged schools" agreed with employees that personality, educational attainment, health, and speaking ability are important, and (4) The black students attached importance to education but were less aware of the traditional employment requisites and general work rules; they were more willing to work for a minimum wage and believed factory work was more stable. All agreed there are few non-white management personnel. This Ph.D. dissertation was submitted to The Ohio State University. (JK)

ED 033 210 VT 009 199

Smith, Irving G.

Involvement of the Industrial Arts Teacher in Planning Industrial Arts Facilities.

Pub Date 69

Note—245p.

Available from—University Microfilms, Inc., 300

North Zeeb Road, Ann Arbor, Michigan 48106

Document Not Available from EDRS.

Descriptors—Architects, Bibliographies, Doctoral Theses, *Educational Facilities, *Industrial Arts, *Industrial Arts Teachers, Interviews, Questionnaires, *School Planning, School Shops, Superintendents, Surveys, Teacher Educators

Secondary school industrial arts teachers, industrial arts teacher educators, superintendents, and architects were surveyed to determine what role the secondary school industrial arts teacher should have in the planning of industrial arts facilities. The findings indicated that teacher educators considered it more important for industrial arts teachers to be involved than did either superintendents or industrial arts teachers. It was concluded that: (1) all three educator groups believed industrial arts teachers should be involved in determining educational objectives, course offerings, and certain physical specifications, (2) professional preparation had little relationship to opinions of teachers regarding involvement of industrial arts teachers in planning, and (3) previous involvement of industrial arts teachers in planning had slight relationship to the opinion of superintendents concerning the involvement of industrial arts teachers in planning. Architects indicated: (1) The extent of involvement of industrial arts teachers in planning has been limited, and professional preparation inadequate, and (2) Industrial arts teachers should review and evaluate the architect's preliminary plans. This Ed.D. dissertation was submitted to the University of Missouri. (GR)

ED 033 211 VT 009 244

Ferman, Louis A.

Operation Retrieval. Disadvantaged Youth: Problems of Job Placement, Job Creation, and Job Development.

Michigan Univ., Ann Arbor. Inst. of Labor and Industrial Relations.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date Dec 67

Note—70p.

Available from—Institute of Labor and Industrial Relations, University of Michigan - Wayne State University, P.O. Box 1567, Ann Arbor, Michigan 48106 (\$2.00)

EDRS Price MF-\$0.50 HC-\$3.60

Descriptors—*Disadvantaged Youth, Evaluation, Guidelines, *Job Development, *Job Placement, Labor Economics, *Projects, *Youth Employment

Identifiers—Manpower Development and Training, MDTA, *Operation Retrieval

Operation Retrieval is a research project designed by the Department of Labor to review and assess the experiences of 55 experimental and demonstration projects for disadvantaged youth conducted during the period 1963-65, and to assess the impact of strategies in job placement, job creation, and job development. Job placement and development units are discussed in terms of their relationship to other project components, the structure of the staff, and the location of the job placement unit. Methods used to obtain jobs for disadvantaged youth include: (1) applying traditional techniques, (2) developing new jobs, (3) working with employers to modify job requirements, and (4) developing youth potential to meet employer standards. Five types of problems and possible approaches to job placement are: educational deficiencies, arrest records, and physical, emotional, and resource problems. Follow-up is discussed in connection with supportive services and employment experiences. Recommendations relate to retrieval and use of information, research, inter-agency relations, and follow-up activities. (JK)

ED 033 212 VT 009 245

Bakke, E. Wight

The Mission of Manpower Policy. Studies in Employment and Unemployment.

Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.

Pub Date Apr 69

Note—135p.

Available from—W.E. Upjohn Institute, 1101 Seventeenth Street, N.W., Washington, D.C. 20036 (no charge for single copies)

EDRS Price MF-\$0.75 HC-\$6.85

Descriptors—Economically Disadvantaged, Federal Programs, *Foreign Countries, *Historical Reviews, *Manpower Development, Objectives, *Policy Formation, *Program Evaluation, Public Policy

Identifiers—England, Sweden, The Netherlands, United States

The rationale for present manpower programs and its utility for future manpower policy are discussed. The approach focuses attention on such questions as the following: Does the present de facto meaning of manpower policy, which is implicit in what is now being attempted in the so-called "manpower programs," exhaust the potential operational meaning of that policy? Is there a more comprehensive and basic meaning which can govern the current and future development of programs, a development which is oriented toward the nation's total manpower problems, of which that concerning the disadvantaged is only a part? Indeed, is concentration on the meaning of manpower policy implicit in the present programs inhibiting the realization of that more comprehensive and basic concept of manpower policy which could give direction to government action in this area? These problems are related to the maintenance of resources (both supply and demand) and the processes of a system of particularized employment, which is the foundation not only for the economic and social well being of all workers, but also for the economic and socialist ability and progress of the nation. (Author/CH)

ED 033 213 VT 009 247

Changes Between the 1950 and 1960 Occupation and Industry Classifications, with Detailed Adjustments of 1950 Data to the 1960 Classifications. Technical Paper 18.

Bureau of Census (DOC), Suitland, Md. Population Div.

Pub Date Jul 68

Note—41p.

Available from—Bureau of the Census, Washington, D.C. 20233

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Census Figures, *Classification, Comparative Statistics, *Industry, Occupational Information, *Occupations, *Tables (Data) Identifiers—*1960 Census

Adjustments made between 1950 and 1960 in the census data classification systems are described in detail. Tables present (1) detailed occupations for 1960 and their 1950 counterparts, showing the 1950 data for both classification systems, and 1960 data for the 1960 classification system, (2) detailed industries for 1960 and their 1950 counterparts, showing 1950 data for both classification systems, and the 1960 data for the 1960 classification system, (3) industry categories for 1950 in the operative and nonfarm laborer major groups not previously shown separately, according to the 1960 occupational classification, by sex, for employed persons, and (4) persons employed in 1950 shown by the 1960 Detailed Industry Classification System. Comprehensive technical explanations are provided in Tables 1 and 2. (Not available in hard copy due to marginal legibility of original document). (CH)

ED 033 214 VT 009 254

Holmen, Holger Emanuel

Professional Problems of Trade and Technical Education Teachers in the Fifteen Area Post-Secondary Schools of Iowa with Implications for In-Service Teacher Education.

Pub Date 69

Note—139p.

Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 Document Not Available from EDRS.

Descriptors—Post Secondary Education, *Problems, State Surveys, *Teachers, *Technical Education, *Trade and Industrial Education Identifiers—*Iowa

To ascertain the professional problems of teachers of trade and technical education and to solicit opinions regarding probable causes, 103 Iowa post-secondary trade and technical teachers and their 26 immediate supervisors were interviewed. Some findings were: (1) 37 percent of the teachers had no formal education beyond high school; almost 17 percent were college graduates, (2) 7.8 percent had served a formal indentured apprenticeship, (3) 35 percent had 20 or more years of trade experience and only 4 percent had had less than 5 years, and (4) The teacher spent an average of 27.5 hours per week in classroom and laboratory activities. Problems and perceived causes were classified as relating to: (1) teaching and evaluation, (2) working with others, including making the transition from in-

dustrial, and motivating students, and (3) facilities. Some primary causes indicated were inadequate time, teaching experience, educational preparation, inservice training, materials, and facilities. This Ed.D. dissertation was submitted to the University of Missouri. (JK)

ED 033 215 VT 009 285

Manpower Impacts of Electronic Data Processing. New York State Dept. of Labor, Albany. Research and Statistics Office.

Report No.—Pub B-171

Pub Date Sep 68

Note—122p.

EDRS Price MF-\$0.50 HC-\$6.20

Descriptors—*Automation, *Electronic Data Processing, Employment Level, Industrial Structure, *Industry, Job Skills, Labor Problems, Manpower Needs, *Manpower Utilization, Skill Obsolescence, Tables (Data), *Technological Advancement Identifiers—*New York

This report presents the findings of a survey of personnel changes resulting from the installation of electronic-data processing equipment. It is concerned primarily with (1) the nature and source of staff in electronic-data processing units, and (2) the extent and nature of staff displacements resulting from the introduction of electronic-data processing (EDP). Data were gathered on 13,743 persons in 277 establishments which employed 527,000 workers during 1962 and 1963—approximately 50 percent of all workers in establishments with EDP installations at that time. The survey found that staffing of EDP units was largely accomplished by utilizing existing employees rather than recruitment from outside sources; 48.6 percent were transferred with no substantial change in duties; 27.1 percent were reassigned with substantial change in duties; and 24.3 percent were newly hired personnel. In most transfers, skill requirements remained about the same; however, there were instances of upgrading, but downgrading rarely occurred. A companion document, published in 1969, is available as VT 008 863. (CH)

ED 033 216 VT 009 286

Emphasis: Technical Education. Conference Report (St. Louis, Mo., May 12-14, 1966).

American Association of Junior Colleges, Washington, D.C.; Midwest Technical Education Center, Clayton, Mo.

Pub Date May 66

Note—204p.

EDRS Price MF-\$1.00 HC-\$10.30

Descriptors—College Administration, Curriculum, College Instruction, *Community Colleges, *Educational Problems, Federal Aid, *Junior Colleges, Research Needs, Social Environment, Student Personnel Services, *Technical Education

Identifiers—American Association of Junior Colleges, Emphasis Technical Education

The purpose of this conference was to bring expertise in the field of technical education to bear upon the identification and resolution of problems inhibiting the expansion of programs at the junior college level. Sixty-four participants were involved. The conference focused upon the relationships of technical education to: society, college administration, curriculum and instruction, and student personnel services. The first four papers presented are: "Technical Education and Society" by Edmund J. Gleazer, "Technical Education and Administration" by F. Parker Wilber, "Curriculum and Instruction in Technical Fields" by Norman C. Harris, and "Student Personnel Services for Technical Education" by Clyde E. Blocker. "Reactions, Recommendations, and Research Proposals" for each of these four papers were presented respectively by Robert E. Kisinger, Vernon L. Hendrix, Michael Brick, and Ken August Brunner. Other papers include: "Technical Education and the U.S. Office of Education: Conference Implications" by David Bushnell, "The Midwest Technical Education Center" by Douglas F. Libby, and "American Association of Junior Colleges' Occupational Education Project" by Kenneth C. Skaggs. (JK)

ED 033 217 VT 009 352

Judson, Julia, Ed.

Home Economics Research Abstracts 1963-1968. Rehabilitation.

American Home Economics Association, Washington, D.C.

Pub Date 69

Note—25p.; Prepared for the Second Interdisciplinary Workshop on Future Directions for Home Economics in Rehabilitation.

Available from—American Home Economics Association, 1600 Twentieth Street, N.W., Washington, D.C. 20009 (\$1.00)

EDRS Price MF-\$0.25 HC-\$1.35

Descriptors—*Annotated Bibliographies, *Doctoral Theses, Economically Disadvantaged, Emotionally Disturbed, *Home Economics, *Masters Theses, Mentally Handicapped, Periodicals, Physically Handicapped, *Rehabilitation, Socially Disadvantaged

This bibliography is composed of 35 abstracts of master's theses and doctoral dissertations ranging in date from 1963 through 1968, and 26 citations selected from the Journal of Home Economics ranging in date from 1965 through 1968. The abstracts and citations relate to aspects of rehabilitation or habilitation and indicate the extent to which home economists are contributing to this field. Listings are arranged alphabetically according to author within three categories: (1) research funded by the Rehabilitation Services Administration, Social and Rehabilitation Service, (2) selections from "Home Economics Research Abstracts 1966 and 1967," and (3) selections from the "Journal of Home Economics." The bibliography includes an author index. (CH)

ED 033 218 VT 009 355

Worker Certification Program under the Immigration and Nationality Act. Fiscal Year 1968.

Manpower Administration (DOL), Washington, D.C.

Pub Date 69

Note—43p.

EDRS Price MF-\$0.25 HC-\$2.25

Descriptors—*Certification, Federal Legislation, *Geographic Distribution, *Immigrants, *Laborers, Occupations, *Tables (Data), Working Women

Identifiers—*Immigration and Nationality Act

The volume of labor certifications granted to foreign workers by the Department of Labor during the fiscal year 1968 totaled 141,827, a 21.7 percent increase over fiscal year 1967 (116,499). This increase is attributed to the Immigration and Nationality Act which became effective on July 1, 1968. A series of tables describes alien workers approved for permanent employment according to occupation, geographic region, and country of birth. Procedures for obtaining worker certification and trends in geographic distribution and occupations of certified alien workers are described in the narrative portion of the document. (CH)

ED 033 219 VT 009 356

Delap, Owen E., Comp.

Manpower and Employment Statistics Publications of the Bureau of Labor Statistics: A Selected Bibliography.

Bureau of Labor Statistics (Dept. of Labor), Washington, D.C.

Pub Date Feb 69

Note—35p.

EDRS Price MF-\$0.25 HC-\$1.85

Descriptors—*Annotated Bibliographies, Employment Level, *Employment Statistics, Labor Force

This bibliography is composed of 338 citations, some of which are annotated, with emphasis on documents published from 1963 to the present. The entries were selected to serve a variety of interests: decision-making, teaching, and research. Listings are arranged alphabetically according to author under the general divisions of (1) Periodicals, (2) Program Concepts and Methods, (3) Labor Force, Employment and Unemployment, (4) Industry Trends, (5) Regional State and Area Trends, (6) Projections of Manpower Requirements, (7) Occupational Outlook, (8) Occupational Employment, (9) Labor and Material Requirements for Construction, (10) Job Vacancy Statistics, (11) Hours of Work and (12) Miscellaneous. Entries include journal articles, conference proceedings, monographs, and special reports in the field of manpower and employment statistics. Instructions are included for obtaining the publications listed. (CH)

ED 033 220 VT 009 387

Training and Technology Project: Listing of Documents and Reports for Training and Technology—Phase I. An Experimental Manpower Project.

Oak Ridge Associated Universities, Tenn.; Tennessee Univ., Knoxville; Union Carbide Corp., Oak Ridge, Tenn. Nuclear Div.
Spons Agency—Department of Labor, Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Pub Date Aug 69

Note—30p.
EDRS Price MF-\$0.25 HC-\$1.60

Descriptors—*Annotated Bibliographies, Conference, Service Teacher Education, Public Relations, Teacher Education, *Technology, *Training, *Vocational Education, Vocational Education Teachers, *Work Experience Programs

Identifiers—TAT Phase I, *Training and Technology Project Phase I

This annotated bibliography of 148 citations ranging in date from June 1, 1966 to September 30, 1968, reports all major publications (reports, documents, news releases, articles, and brochures) issued during Phase I of the Training and Technology (TAT) Project. The information on each publication includes title, TAT code number, status of the report, and an annotation. Entries are grouped as follows: General Project Publications, Vocational-Technical Teacher Institute Publications, Worker Training Publications, and News Releases, Articles, and Brochures. Copies of most publications can be made available to persons or organizations clearly indicating a need for them. (CH)

ED 033 221 VT 009 388

A Guide to Federal Financial Aid for Dental Health: Services, Facilities, Training, and Research.

National Inst. of Health (DHEW), Bethesda, Md. Div. of Dental Health.

Pub Date 69

Note—30p.

EDRS Price MF-\$0.25 HC-\$2.60

Descriptors—*Dentistry, *Directories, *Federal Aid, *Health Occupations Education, Health Services, Physical Facilities, *Program Descriptions, Research

Federal financial aid is available for a wide range of dental activities, including the provision of services, construction of facilities, education and training of professional and auxiliary personnel, and the conduct of research and demonstration projects. This publication contains a brief description of the purpose of each federal aid program, who may apply, how funds are provided and addresses for obtaining additional information. The information is organized into five major sections. "Grants to States" covers programs administered by the Public Health Service (PHS), Office of Education (OE), and the Social and Rehabilitation Service (SRS). "Project Grants" describes programs administered by PHS, the Appalachian Regional Commission, Housing and Urban Development, National Science Foundation, Office of Economic Opportunity, OE, SRS, and Veterans Administration (VA). "Training Grants" covers programs administered by PHS, OE, Department of Labor, SRS, and VA. "Construction Grants" lists programs administered by PHS, Appalachian Regional Commission, Department of Agriculture, Housing and Urban Development, National Science Foundation, OE, and VA. "Student Loans and Scholarships" covers programs of PHS, OE, and VA. (JK)

ED 033 222 VT 009 391

Dukes, Glenn F.

Radio-Television Service Technician Training Needs of Iowa.

Iowa State Univ. of Science and Technology, Ames. Dept. of Industrial Education.

Spons Agency—Iowa State Dept. of Public Instruction, Des Moines. Div. of Vocational Education.

Pub Date 69

Note—35p.

EDRS Price MF-\$0.25 HC-\$1.85

Descriptors—Area Vocational Schools, Doctoral Theses, *Educational Needs, *Service Occupations, *Surveys, Technical Education, *Television Repairmen

Identifiers—Iowa

Iowa radio-television servicing firms were studied to determine the need for educational programs to train or upgrade service technicians. The first questionnaire was used to gather data on present and proposed employment from 355 firms (an 84.19 percent return), while the second questionnaire collected information on required

knowledge and skills from 213 firms (an 80 percent return). The conclusions were: (1) Radio-television service technicians are relatively homogeneously grouped across areas within the state, (2) Four of the 18 areas studied needed additional training programs, (3) The majority of the technicians were found to be below 40 years of age and in need of additional training, and (4) A large portion of the applicants did not have adequate training. The study did not provide adequate data to make a satisfactory analysis of the skills and technical knowledge required by service technicians. (GR)

ED 033 223

VT 009 414

McFann, Howard H.

HumRRO Research on Project 100,000. Progress Report. Professional Paper 25-69.

George Washington Univ., Alexandria, Va. Human Resources Research Office.

Spons Agency—Department of Army, Washington, D.C. Staff Civilian Personnel Div.

Pub Date Jul 69

Note—20p.; Presentation to the staff of Headquarters, U.S. Continental Army Command, Fort Monroe, Va. in February, 1969.

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—*Ability Identification, Educational Methods, Individual Differences, *Military Personnel, Program Evaluation, *Program Improvement, *Systems Approach, *Training Identifiers—Human Resources Research Office, HumRRO

This is a report of the progress of Human Resources Research Office (HumRRO) activities associated with Project 100,000, the training of marginal personnel. Preliminary findings are described, including certain background information concerning Project personnel. Training factors, learning ability, literacy requirements, and on-the-job performance, are covered. Three general conclusions are: (1) The training system should be modified to better cope with individual differences, (2) The first-priority modification should be developing procedures to better train the low-ability man, (3) There exists a significant disparity between readability of publications and capability of many job incumbents to use them. (AUTHOR)

ED 033 224

VT 009 426

Carvell, Fred. And Others

Occupational Forecasting and Trending: An Early Warning System for Educational Planning.

Tadlock Associates, Los Altos, Calif.

Spons Agency—Educational Resources Agency, Sacramento, Calif.

Pub Date 30 Jun 69

Note—33p.

EDRS Price MF-\$0.25 HC-\$1.75

Descriptors—*Educational Planning, *Employment Projections, *Employment Trends, Labor Market, *Models, Occupations, *Vocational Education

Identifiers—*Delphi Method

This model for forecasting regional and national occupational trends for use in vocational education planning, facilitates the incorporation of labor market and student needs into program planning. The study includes: (1) literature search, which yielded 80 references related to occupational trend forecasting and exploratory programs, (2) a synthesized model for forecasting occupational trends and needed vocational programs, and (3) a conference, during which the model was subjected to intense examination. This volume is the summary report and includes a brief historical background of the problems and application of forecasting techniques and models, a description of the problems of relating forecasting trends to the educational process, an outline of the concept and rationale for the suggested forecasting model, and a summary of the organization, function, and interaction of each component of the suggested model. (CH)

ED 033 225

VT 009 474

Keaveny, Timothy J. Herman, Georgianna

Manpower Planning: A Research Bibliography and Supplement. Bulletin 45 and Supplement I.

Minnesota Univ., Minneapolis. Industrial Relations Center.

Pub Date Oct 67

Note—56p.

Available from—Industrial Relations Center, University of Minnesota, Minneapolis, Minnesota 55455

Document Not Available from EDRS.

Descriptors—*Bibliographies, Labor Supply,

*Manpower Development, Manpower Needs

This bibliography is composed of 260 citations ranging in date from 1942 to 1967, but emphasizing the 1960 to 1967 period. Listings are arranged alphabetically according to author under the general divisions of Introduction to Manpower Planning, Aggregate Manpower Planning, Disaggregate Manpower Planning, Foreign Manpower Planning, Manpower Planning in the Firm, Productivity and Technological Change, and Miscellaneous. Although the bibliography does not purport to be all inclusive, an attempt was made to include all areas related to methods and problems of manpower planning. In particular the areas covered are methods and problems of aggregate forecasting for developed and underdeveloped nations, disaggregate forecasting, and company forecasting. The bibliography includes an author index. (CH)

ED 033 226

VT 009 475

Kishkunas, Louis J.

A Comprehensive Concept for Vocational Education Facilities: Introduction, Flexibility Through Modularity, Space Determination, Schematic Modernization, A School Planner's Guide to the Pittsburgh Building Code, Appendixes.

Spons Agency—Pennsylvania State Dept. of Public Instruction, Harrisburg. Bureau of Vocational, Technical, and Continuing Education; Pittsburgh Board of Public Education, Pa.

Pub Date Oct 66

Note—452p.

EDRS Price MF-\$1.75 HC-\$22.70

Descriptors—Building Conversion, Building Design, Building Improvement, *Educational Facilities, Equipment Utilization, *Facility Guidelines, Flexible Facilities, Modular Building Design, *School Administration, School Buildings, School Design, *School Planning, School Shops, Space Utilization, Spatial Relationship, State Standards, Training Laboratories, *Vocational Education

Identifiers—Pennsylvania, Pittsburgh

Methods in use in industry are suggested for providing vocational facilities that are flexible and adaptable to changing conditions. Academic and vocational activities are allowed to intermix in order to implement interdisciplinary educational situations. A systems approach to construction enabling specification of building components to fulfill the needs of vocational activities is forwarded in this eight-volume report: (1) Introduction, containing an overview of the changing world of work and solutions that can be provided by better facilities, (2) Flexibility Through Modularity, discussing ways of increasing equipment mobility, providing adaptability in mechanical service systems, and constructing flexible space, (3) Space Determination, describing a planning technique which utilizes computer simulation, (4) Schematic Modernization, describing the hypothetical modernization of an existing building (5) A Planner's Guide to the Pittsburgh Building Code, (6) Appendix, recording the results of a nationwide survey of state space standards and the space utilization in existing vocational rooms in Pittsburgh schools, (7) Appendix, containing background information, and (8) Summary, reviewing project goals, methodology, objectives, and a copy of the project proposal. (DM)

ED 033 227

VT 009 485

Kristy, Jean McDaniel, Lucy V.

Brain and Nerves of the Human Body: A Programmed Text and Plate Booklet for Physical Therapy Aides.

Rancho Los Amigos Hospital, Inc., Downey, Calif.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date 68

Note—92p.

Available from—Attending Staff Association of Rancho Los Amigos Hospital, Inc., 12826 Hawthorn Street, Downey, California 90242 (\$4.50)

Document Not Available from EDRS.

Descriptors—Adult Vocational Education, *Health Occupations Education, Junior Colleges, *Neurology, *Physical Therapy Aides, *Programmed Materials

Designed by physical therapists on the basis of results of job analysis and tested with several individual and two small groups, this programmed text and plate booklet are intended for either in-

dividual or group use in a hospital or junior college program. It is suggested that some discussion, demonstration, and application sessions be arranged in connection with each unit. The aim of the material is to provide basic information about the normal structure and function of the nervous system which the physical therapy aide needs to know in order to understand diseases and injuries involving the brain, the spinal cord, and nerves. Four units written in a linear format include: (1) Introduction to Brain and Nerves, (2) The Brain, (3) The Spinal Cord, and (4) Peripheral Nerves. A section addressed to the instructor includes information about field testing, suggestions for enrichment, behavioral objectives. The teacher should be a registered physical therapist or nurse. A pretest and a post test are appended. (JK)

ED 033 228 08 VT 009 487
Hamlin, H.M.

Citizen Evaluation of Public Occupational Education. Center Monograph No. 1.
North Carolina Univ., Raleigh. N.C. State Univ. Center for Occupational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Adult and Vocational Research.

Bureau No.—BR-5-1005

Pub Date 67

Contract—OEC-5-85-107

Note—189p.

EDRS Price MF-\$0.75 HC-\$9.55

Descriptors—Bibliographies, *Citizen Participation, *Citizen Role, Citizenship Responsibility, Educational Improvement, Evaluation Criteria, *Guidelines, Program Effectiveness, *Program Evaluation, Program Planning, Relevance (Education), School Community Relationship, *Vocational Education

Control of public education in the United States is vested in the citizenry. Evaluation is a necessary function of control. The gap between occupational and general education must be narrowed by recognition that both may contribute to occupational choice, competence, and advancement, and also to the objectives of general education. As unsystematic as citizen evaluations have been, their effects upon occupational education have been great. Therefore, there is a need for a more equitable representation of the total public in the evaluation of occupational education and its consequent remodeling. The major purpose of citizen evaluations should be to influence the development of adequate public policies which would make possible more realistic and effective occupational education for all who would receive it in public institutions. Typically, evaluations have been of programs, teachers, students, and former students and facilities. There has been little attention to public policies and attitudes responsible for the conditions discovered, or to the processes by which public policies of occupational education are derived. Proposed procedures for a citizen evaluation are outlined. A 70-page bibliography and reference list is appended. (DM)

ED 033 229 24 VT 009 488
Ruddle, Eleanor S.

The Slight Method of Teaching Typewriting Technique and Keyboard. Final Report.

Fairfax County Schools, Va.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-9-C-006

Pub Date Aug 69

Grant—OEG-3-9-09006-0019-010

Note—29p.

EDRS Price MF-\$0.25 HC-\$1.55

Descriptors—Control Groups, *Educational Research, Experimental Groups, Office Occupations Education, *Teaching Methods, *Typewriting

The purpose of the study was to test the hypothesis that students who watch their fingers in the beginning weeks of typewriting instruction will develop better techniques as shown on tests of speed and accuracy at the end of the school year than student who watch only their copy in accordance with the conventional teaching method. The major experimental and control groups consisted of 56 sophomore students matched individually by age, sex, grade average, and intelligence quotient. After the second quarter, the remaining students who could not be individually matched were used as additional ex-

perimental and control groups of 51 students each. Although the experiment failed to confirm the hypothesis in terms of gross speed there were differences significant at the 1 percent level in terms of net speed on the basis of errors in the timed writing in favor of both experimental groups. A strong relationship was found between the control variables and gross speed but not between the control variables and errors or net words. The results of this research indicate that the sight method merits trial by teachers. (JK)

ED 033 230 08 VT 009 489
Ehresman, Norman D.

North Dakota Center for Research in Vocational and Technical Education. Final Report.

North Dakota Center for Research in Vocational and Technical Education, Grand Forks.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-6-3007

Pub Date Sep 69

Grant—OEG-3-7-063007-1622

Note—21p.

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—Educational Planning, *Educational Research, Information Dissemination, *Program Descriptions, Program Development, *Research Coordinating Units, *State Programs, *Vocational Education

This final report of the operation of the North Dakota Center for Research in Vocational and Technical Education covers the period from December 1, 1966 through August 31, 1969. Activities of the first 18 months (from June 30, 1965) are reported in "Establishing a Center for Research in Vocational and Technical Education" (ED 012 333, MP 000 116). This report includes a description of the organization and operation of the Research Coordinating Unit, and of the projects and other activities conducted. These included stimulation of research in vocational education, conduct of research and development projects, assistance with the development of a master plan for vocational education through 1975 for North Dakota, research information dissemination, program development assistance in post secondary institutions, and efforts in the area of maintaining liaison with the many agents involved in vocational education in the state. It is essentially an historical record of the unit. (CH)

ED 033 231 VT 009 490

Traylor, W.L.

Pilot's Guide to an Airline Career, Including Sample Pre-Employment Tests.

Pub Date Aug 69

Note—93p.

Available from—Aviation Book Company, 565 1/2 West Glenoaks Boulevard, Glendale, California 91202 (\$5.95)

Document Not Available from EDRS.

Descriptors—Achievement Tests, *Aircraft Pilots, *Career Opportunities, Employment Opportunities, Employment Qualifications, Flight Training, Intelligence Tests, *Occupational Guidance, *Occupational Information, Personality Tests, *Supplementary Textbooks, Technical Education

Occupational information for persons considering a career as an airline pilot includes a detailed description of the pilot's duties and material concerning preparation for occupational entry and determining the relative merits of available jobs. The book consists of four parts: Part I, The Job, provides an overview of a pilot's duties in his daily routine from the moment he is hired until he takes command of an airliner as captain. Part II, How to Qualify, discusses general employment qualifications: educational background, training, certification, medical requirements, Part III, How and When to Apply, describes the hiring process of most airlines: interviews, written tests, etc. Part IV, Now That You Have The Job, discusses the sequence of training in the airline school. Sample personality, intelligence, and aeronautical knowledge tests are appended. Also appended is a comprehensive list of all certified U.S. air carriers, their addresses, pilot hiring requirements, and crew bases. (CH)

ED 033 232 VT 009 491

DCVR Projects Related to Adult Education, and Projects Related Wholly or Partially to Office and Distributive Occupations. July 1, 1964—June 30, 1969.

Office of Education (DHEW), Washington, D.C. Div. of Comprehensive and Vocational Education Research.

Pub Date 7 Jun 69

Note—15p.

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—*Adult Education, *Bibliographies, *Distributive Education, *Educational Research, *Office Occupations Education Identifiers—DCVR, *Division of Comprehensive and Vocational Research, Office of Education (USOE)

During the period from July 1, 1964 to June 30, 1969 the Division of Comprehensive and Vocational Education Research initiated a total of 33 projects related to curriculum development in office and distributive occupations and 38 projects related to adult education. These projects are itemized within their respective categories according to the project numbers assigned by the funding agency. Some project activities are still underway and the final report is not yet available through the ERIC system. Project activities which have been completed, and for which the final report is now available, are listed by ED number, indicating availability through the ERIC system. Instructions are given for ordering copies of these reports in either microfiche or hard copy. (CH)

ED 033 233 VT 009 495

The Manpower Research Institutional Grant Program: The First Three Years 1966-1969.

Manpower Administration (DOL), Washington, D.C. Office of Manpower Research.

Pub Date 69

Note—45p.

EDRS Price MF-\$0.25 HC-\$2.35

Descriptors—Conferences, Economic Research, *Educational Programs, *Federal Aid, Financial Support, Grants, Interdisciplinary Approach, *Manpower Development, *Publications, *Research Projects, Special Degree Programs, Student Participation Identifiers—*Manpower Research Institutional Grant Program

This document, based on 3-year summary reports submitted by the participating schools, summarizes programs supported by the Manpower Research Institutional Grant Program under authority of Title I of the Manpower Development and Training Act of 1962, as amended. In June 1966, the first grants were awarded to seven colleges and universities. The approach of each institution to the Act's major emphasis on research and training is illustrated by publication schedules and substantive focus; 178 publications and major unpublished reports generated collectively by the seven institutions are listed. The variety of substantive focus was, in part, due to institutional responsiveness to manpower problems peculiar to their particular geographical areas. However, broad manpower issues, such as labor force behavior of special groups and manpower utilization, were also researched. Other facets of the programs included integration of the manpower studies into masters and/or Ph.D. degree programs, involvement of 110 faculty members through an interdisciplinary approach to manpower research, substantial financial support for approximately 150 students participating in the manpower programs, and conferences and symposiums. Detailed information is provided for each area of activity. (CH)

ED 033 234 VT 009 526

Technical Training for the Disadvantaged.

National Alliance of Businessmen.

Spons Agency—Office of Manpower Policy, Evaluation, and Research (DOL), Washington, D.C. Div. of Program Utilization.

Pub Date Aug 69

Note—38p.; Proceedings of a Workshop (Oak Ridge, Tenn., June 4-5, 1969).

Available from—Division of Program Utilization, Office of Policy, Evaluation, and Research, Manpower Administration, U.S. Department of Labor, Washington, D.C. 20210

EDRS Price MF-\$0.25 HC-\$2.00

Descriptors—Business Responsibility, *Conference Reports, *Economically Disadvantaged, *Federal Programs, *Program Development, School Industry Relationship, *Technical Education, Unemployment, Vocational Education Identifiers—NAB, National Alliance For Business, TAT, *The Oak Ridge Conference on Technical Training, Training and Technology

Sixty-five representatives of business, federal and state government, and education participated in the conference designed to present the Training and Technology (TAT) Project at the U.S. Atomic Energy Commission's Oak Ridge, Tennessee Y-12 plant as a model from which potential contractors might gain insight into the processes of formulating proposals for similar projects and managing resultant contracts. Speeches presented in this report include: "Union Carbide and TAT" by Clarence E. Larson, "Training the Disadvantaged, Using All Our Resources" by Charles Odell, "Program Conception From 'The Glean in the Eye'" by Wendell H. Russell, "Redirection of Company Resources" by J. Leo Waters, and "Production and Quality Control in Training" by William R. Ramsay. The digest of three workshop sessions is in the form of questions and answers. (JK)

ED 033 235 VT 009 546
Gilpatrick, Eleanor G. Corliss, Paul K.

The Occupational Structure of New York City Municipal Hospitals. Health Services Mobility Study. Text and Appendixes. Research Report Number 2.

City Univ. of New York, N.Y.

Spons Agency—Office of Economic Opportunity, Washington, D.C. Community Action Program.

Pub Date 69

Note—208p.

Available from—Frederick Praeger, Inc., 111 Fourth Avenue, New York, New York 10003

Document Not Available from EDRS.

Descriptors—Administrative Organization, Articulation (Program), Career Planning, Educational Change, Health Occupations, Health Occupations Education, Hospitals, Occupational Clusters, Occupational Mobility, Personnel Policy, Research Projects, Salaries, Vocational Development

Identifiers—New York City

This two volume report is the first of a five-part study to determine ways and means of facilitating horizontal and vertical mobility within New York City's Health Services Administration and selected private hospitals. It seeks to answer two questions: (1) Does the structure of the municipal hospital system permit the efficient planning, development, and use of health manpower? and (2) What structures will permit the achievement of these objectives? Volume I examines how employment and mobility are affected by institutional and economic factors in the system. Concluding that institutional change is needed, long- and short-run solutions are suggested, focusing on career pathways for: (1) medical-type human interaction jobs, (2) non-medical human interaction jobs, (3) plant, equipment, and materials-related jobs, and (4) information-related jobs. The appendixes presented in Volume II are technical and statistical and reflect the data collection process, including: (1) the code books, supplements, and descriptions of the data, (2) a summary of the data base and a listing of all the coded data collected, and (3) a large fold-out chart showing all the job titles studied, grouped by major function and arranged according to wage level. (JK)

ED 033 236 08 VT 009 562

Cox, John A.

Utah Project "Follow-Up." Interim Report.

Utah Research Coordinating Unit for Vocational and Technical Education, Salt Lake City.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-3046

Pub Date Jun 69

Grant—OEG-4-7-063046-1612

Note—33p.

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Cost Effectiveness, Expenditures, Followup Studies, High School Graduates, Post Secondary Education, Program Evaluation, Questionnaires, Records (Forms), Research Coordinating Units, State Surveys, Systems Approach, Vocational Education

Identifiers—Utah

Procedures and machinery were developed for a statewide, 5-year follow-up of high school and post-secondary vocational students for quality and cost effectiveness analysis purposes. The system calls for specific information about the student to be gathered while he is in school by means of a Student Exit Form. Information is ac-

cumulated on magnetic computer tape, and after the student leaves school (graduates or drops out), he is sent a mail-out questionnaire designed to gather information about what the student does after leaving school. Students receive a questionnaire once each year for 5 years after leaving school. Exit forms were utilized for the first time during the 1967-68 school year and mail-out questionnaires were sent to 1968 graduates and to dropouts in September 1968. Although problems arose in procedures, data accumulation, and reports, the basic system has been developed, is considered functional, and is recommended for continuation. (Not available in hard copy due to marginal legibility of original document.) (CH)

ED 033 237 VT 009 563

Microfiche Collection of Clearinghouse Documents Reported in Abstracts of Research and Related Materials in Vocational and Technical Education (ARM), Fall 1969.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 69

Note—2,364p.

EDRS Price MF-\$8.50 HC Not Available from EDRS.

Descriptors—Annotated Bibliographies, Clearinghouses, Educational Research, Indexes (Locators), Information Dissemination, Resource Materials, Technical Education, Vocational Education

Documents announced with VT numbers only in the Fall 1969 issue (VT 009 622) of "Abstracts of Research and Related Materials in Vocational and Technical Education" (ARM), are included in this microfiche set. Microfiche availability for these documents is shown on the ARM resume as MF AVAILABLE IN VT-ERIC SET. The microfiche set is arranged in the following sequence: (1) a Vocational Technical (VT) number index to documents in the microfiche collection, (2) The author index, the vocational and supporting service index, and the subject index from ARM, and (3) the full text of documents listed in the VT number index. The texts are filmed continuously in VT number sequence. (CD)

ED 033 238 VT 009 564

National Advisory Council on Vocational Education. First Annual Report.

Office of Education (DHEW), Washington, D.C.

National Advisory Council on Vocational Education.

Pub Date 15 Jul 69

Note—7p.

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—Advisory Committees, Educational Needs, Federal Legislation, Financial Needs, Negative Attitudes, Program Evaluation, Program Improvement, Vocational Education

Identifiers—National Advisory Council On Vocational Education, Public Law 90 576, Vocational Education Amendments of 1968

Racial unrest, violence, and unemployment of youth have their roots in an inadequate education. Each year 750,000 people enter the job market without the necessary skills and attitudes for employment. Schools can prepare young people to realize their potential; the failure rate is so high because of improper attitudes, inadequate programs, and insufficient money. There is a national attitude that says vocational education is designed for somebody else's children. The federal government invests \$14 in universities for every \$1 it invests in vocational education programs. Students should have multiple choices within high schools; separate vocational schools or distinct vocational tracts should be exceptions in a technical and changing society. A full range of post-high school programs and prevocational education is needed. Educating youth for employment costs less than educating them for the college they will never reach and providing remedial training thereafter. The added cost of vocational education is a reason why most school districts have failed to take responsibility for providing it adequately. It is recommended that the federal government exercise leadership by allocating funds to correct the basic problems identified. (DM)

ED 033 239 08 VT 009 574

Continuation of an Occupational Research and Development Coordinating Unit for the State of Iowa. Final Report, December 1, 1966-August 31, 1969.

Iowa State Dept. of Public Instruction, Des Moines. Vocational Education Branch.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-2990

Pub Date Sep 69

Grant—OEG-3-7-062990-1607

Note—79p.

EDRS Price MF-\$0.50 HC-\$4.05

Descriptors—Educational Research, Information Dissemination, Program Coordination, Program Descriptions, Program Evaluation, Research Coordinating Units, Research Projects, Research Proposals, State Programs, Vocational Education

Identifiers—Iowa

The Iowa Research Coordinating Unit is located in the State Department of Public Instruction and is responsible through the Director, Vocational Education Branch, to the Associate Superintendent, Vocational Education Branch. The unit initiates activity to stimulate, encourage, and coordinate statewide research on employment opportunities, human resources, and educational resources development as a base for the planning and development of vocational curriculums, staff, and facilities. The activities presented in this report are an extension of 10 objectives established by the unit: (1) collect and assimilate information, (2) stimulate and encourage research, (3) identify potential research problems, (4) establish and maintain working relationships, (5) provide support for line personnel, (6) assist in programs, facilities, and staff development, (7) assist in information system development, (8) assist in program evaluation, (9) promote vocational and technical education, and (10) cooperate with other states. Detailed information is reported on the above mentioned activities for this period. (CH)

ED 033 240 VT 009 575

Vocational and Technical Education. Annual Report, Fiscal Year 1967.

Office of Education (DHEW), Washington, D.C.

Report No—OE-80008-67

Pub Date May 69

Note—174p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FS5.280:80008-67, \$1.50)

EDRS Price MF-\$0.75 HC Not Available from EDRS.

Descriptors—Adult Vocational Education, Curriculum Development, Educational Facilities, Educational Research, Expenditures, Guidance, Post Secondary Education, Program Descriptions, Secondary Education, State Federal Support, State Programs, Student Enrollment, Tables (Data), Teacher Education, Technical Education, Vocational Education

This report covers the 3rd year in which vocational programs and related activities were supported by the Vocational Education Act of 1963. A program overview presents vocational education, with a fiscal 1967 enrollment of 7,047,501 persons, as the largest component in the Nation's array of organized efforts to reduce unemployment and eliminate occupational shortages. Vocational education served almost one million more persons in 1967 than in 1966. Every occupational area showed an increase in total enrollment. Approximately 95 percent of those completing vocational programs and available for placement found employment. Ancillary services were supported as essential elements to the further development of vocational education. Efforts in the areas of program management, planning, and budgeting indicate a trend toward closer coordination and control of vocational education programs. Appendixes include 77 tables describing administrative, fiscal, and program development activities. Annual reports for 1964, 1965 and 1966 are available as ED 019 446, ED 025 672, and ED 025 673 respectively. (CH)

ED 033 241 VT 009 581

The Allied Health Professions Personnel Training Act of 1966, as Amended. Report to the President and the Congress.

National Inst. of Health (DHEW), Bethesda, Md. Div. of Allied Health Manpower.

Pub Date 29 Apr 69

Note—99p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.00)

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Employment Projections, Employment Statistics, *Federal Legislation, *Financial Support, Grants, *Health Occupations Education, Manpower Needs, Professional Education, Program Development, *Program Evaluation, School Construction, Teacher Education

Identifiers—*Allied Health Professions Personnel Training Act, Department of Health Education and Welfare, Health Manpower Act of 1968

The Allied Health Professions Personnel Training Act of 1966 as amended by Title III of the Health Manpower Act of 1968 requires the Secretary of Health, Education, and Welfare to submit a report on the administration of the act, an appraisal of programs in terms of their adequacy to meet needs, and recommendations for the future. This document is that report. Sources of information include: the Department of Health, Education, and Welfare, other federal agencies, professional associations, and educational institutions. Deliberations of the National Advisory Allied Health Professions Council are also reflected. The major chapters treat: (1) the provisions and implementation of the Act and the accomplishments of grant programs, (2) allied health manpower supply and requirements in the medical, dental, and environmental health areas, and (3) allied health manpower education and training needs. A general conclusion is the need to bring together the many skills essential to the maintenance of health in an effective manner, and the dependence of this effectiveness upon quality education and training. Particular attention is called to the development of a broad range of allied health occupations. The major recommendation is for a 1-year extension of the Act. (JK)

ED 033 242 08 VT 009 584

Nelson, Hilding E.

National Institutes on Innovative Curriculums in Vocational-Technical Education. Final Report. Vocational-Industrial Education Research Report.

Pennsylvania State Univ., University Park. Dept. of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0372.

Pub Date Aug 69

Grant—OEG-0-8-08372-355-085

Note—295p.

EDRS Price MF-\$1.25 HC-\$14.85

Descriptors—Change Agents, *Conference Reports, Cost Effectiveness, *Curriculum Development, *Educational Change, *Educational Innovation, Models, Questionnaires, Tables (Data), *Vocational Education

Identifiers—*National Institutes On Innovative Curriculums

This document reports on two institutes designed to communicate new concepts and procedures in vocational-technical education curriculum development to potential change agents in the various states. Formal presentations by 12 consultants and task force activities concerned innovation identification and prognoses for change, planning strategies for curriculum innovation, climates for innovation and change, implementing and expanding innovation, and cost-benefits and evaluation criteria. Institute evaluation is discussed in detail. Institute participants represented 33 states. Complete texts of formal presentations are appended. (CH)

ED 033 243 VT 009 586

Vocational Education and Occupations.

Manpower Administration (DOL), Washington, D.C. Branch of Occupational Analysis; Office of Education (DHEW), Washington, D.C. Div. of Vocational and Technical Education.

Report No—OE-80061

Pub Date 69

Note—296p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FSS.280:80061, \$2.25)

EDRS Price MF-\$1.25 HC Not Available from EDRS.

Descriptors—Classification, Codification, Educational Planning, *Information Systems, *Instructional Programs, Occupational Information, *Occupations, *Technical Education, *Vocational Education

A system for identifying, defining, and classifying vocational and technical education instructional programs offered by state and local school systems is outlined. The system consists of two main parts: Part I, Instructional Programs Related to Occupations, summarizes instructional programs and lists corresponding codes, titles, and worker trait groups in the "Dictionary of Occupational Titles (DOT), Third Edition." The instructional programs are included in the "Standard Terminology for Curriculum and Instruction in Local and State School Systems." Part II, Occupations Related to Instructional Programs, lists DOT codes, titles, and worker trait groups with corresponding codes and titles in the U.S. Office of Education Classification System for vocational and technical education programs. (CH)

ED 033 244 VT 009 589

Recommendations for Homemaker/Home Health Aide Training and Services. Public Health Service Publication Number 1891.

Public Health Service (DHEW), Washington, D.C. Div. of Health Resources.

Pub Date 69

Note—18p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FS2.2:H75/14, \$2.25)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Community Health Services, *Companions (Occupation), *Guidelines, Health Occupations Education, Inservice Programs, Occupational Mobility, *Personnel Selection, Staff Utilization, *Vocational Education

These guidelines relate to the recruitment, selection, training, and utilization of homemaker/home health aides. Some of the major tenets which the document develops are: (1) adequate leadership and financial support, (2) broad definition of the role based on an ongoing assessment of family health and social needs, (3) identification of a sufficiently large pool of potential trainees and workers, (4) elimination of barriers of age, income, and education, (5) effective medical evaluation and selection interviewing, (6) selection of faculty representing a comprehensive health team, (7) utilization of classroom and field experience in the training program, (8) provision for remedial education, (9) on-going training, (10) continuous availability of professional supervision, (11) involvement of the aide as a full staff member, (12) curriculum standardization, and (13) exploration of the health career potential of the aide. (JK)

ED 033 245 08 VT 009 612

Brandon, George L., Ed.

Research Visibility: Exemplary Programs and Residential Schools.

American Vocational Association, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-0633

Pub Date Oct 69

Grant—OEG-2-7-070633-3021

Note—16p.

Journal Cit—American Vocational Journal; v44 n7 p34-48 Oct 1969

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—*Bibliographies, Cooperative Education, *Educational Innovation, *Educational Research, Occupational Guidance, *Research Reviews (Publications), Residential Schools, *Vocational Education

Twelve research reviews in this issue pertain to exemplary programs and residential schools, and are organized under these topics: (1) Guidance, including discussion of research reports relating to vocational guidance in secondary schools, a junior high school course in occupational opportunities, student personnel services for area vocational-technical schools, and an information system for vocational decisions, (2) Cooperative Education Programs, treating a national conference on cooperative vocational education and concurrent work-education programs in 50 states, (3) Exemplary Projects, discussing occupational training for school-alienated youth, a national conference on exemplary programs, and occupa-

tional information, selection, and preparation in a secondary school, and (4) Residential Schools, including essential factors contributing to their operation, a national conference report, and a discussion of a boys' residential youth center. "Plain Talk," a continuing column by the author, stresses the importance of vocational educator involvement in development of exemplary manpower programs related to the vocational education effort. Twenty-two additional references and four document source listings are cited in the bibliography. (DM)

ED 033 246 24 VT 009 618

Husung, William T., Jr.

A Study of the Effects of Automation on the Nature of the Work of the Draftsman in Industry, and the Innovative Programs of Instruction for Automated Drafting in Selected Junior Colleges in California to be Used for Curricular Revision. Final Report.

Citrus Coll. Foundation, Azusa, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-1-149

Pub Date 30 Jun 69

Grant—OEG-9-9-140149-0001-057

Note—125p.

EDRS Price MF-\$0.50 HC-\$6.35

Descriptors—Automation, Career Opportunities, *Drafting, *Draftsmen, *Educational Needs, Educational Research, Industry, Interviews, *Junior Colleges, *Surveys, Technical Education

Identifiers—California

Visits to 35 industries and professional offices throughout California and interviews of 219 draftsmen and supervisors were conducted to determine: (1) the effects of automation on the needs of industry for draftsmen with general versus specialized training, and (2) the curricular revisions in vocational drafting programs in junior colleges to meet the needs of automation. A survey questionnaire was sent to 87 public junior colleges to identify: (1) the general nature of the programs, (2) which colleges were using computer assisted design and drafting for numerical control, and (3) which colleges had an established program in architecture, engineering and production. Visits were made to 20 of the most innovative colleges and 44 instructors were interviewed. The conclusions were: (1) There is very little need for skills or knowledge regarding computer-aided drafting at present, (2) Automation is not greatly influencing the needs for draftsmen, (3) Numerical control machining operations had little effect on the draftsman's work, (4) More emphasis should be made on curriculum content, and (5) Teachers of drafting should relate job descriptions to their students. A list of the participating companies and 2-year colleges is included. (GR)

ED 033 247 VT 009 622

Abstracts of Research and Related Materials in Vocational and Technical Education (ARM), Fall 1969.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 69

Note—206p.

Available from—ERIC Clearinghouse for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210 (Quarterly—Fall, Winter, Spring, Summer, \$9.00 per year)

EDRS Price MF-\$1.00 HC-\$10.40

Descriptors—*Annotated Bibliographies, Clearinghouses, *Educational Research, Information Dissemination, Resource Materials, *Technical Education, *Vocational Education

This quarterly publication announces the availability of documents acquired and processed by the Educational Resources Information Center (ERIC) Clearinghouse on Vocational and Technical Education. It contains abstracts of research and other materials which are useful to researchers, supervisors, teacher educators, education specialists, administrators, teachers, and others who have an interest in vocational and technical education. The abstracts are organized by topical groupings: (1) Administration and Supervision, (2) Curriculum, (3) Employment and Occupations, (4) Evaluation and Measurements, (5) Facilities and Equipment, (6) Individuals with

Special Needs, (7) Instructional Materials and Devices, (8) Philosophy and Objectives, (9) Research Design and Research Development, (10) Students and Student Personnel Services, (11) Teachers and Teacher Education, (12) Teaching and Learning, and (13) Other

Resources. Indexes provide an approach to the abstracts by (1) personal and institutional authors, (2) document accession number with a table showing ED numbers for documents available through the ERIC Document Reproduction

Service, (3) vocational and supporting services, and (4) subjects. Documents which do not have an individual ED number are available in a separate microfiche set from the ERIC Document Reproduction Service (VT 009 563). (CD)

PROJECT SECTION

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The résumés in this section are in numerical order by EP number only. These project descriptions cover current Office of Education research projects and cannot be ordered from the ERIC Document Reproduction Service.

SAMPLE ENTRY

Identification number assigned to project documents as they are processed.	EP 011 005 24	Legislative Authority Code for identifying the legislation which supported the research activity.
Title of the Research Project.	A Small Project Research Proposal in Secondary School Science.	Contract or Grant Number—contract numbers have OEC prefixes; grant numbers have OEG prefixes.
Investigator(s)—individual(s) conducting the project.	Investigator—Walton, George Institution—Western New Mexico Univ., Silver City Bureau No.—BR-7-G-045 Proposal date—29 Mar 67 Grant—OEG-7-8-00045-0020-010	Descriptors—major subject terms assigned which characterize the substantive content of a project. When identifiers are used they will follow the descriptors. Identifiers are additional terms not found in the Thesaurus of ERIC Descriptors.
Institutional Source—organization responsible for the research activity.	Descriptors—*Chemistry Instruction, *Curriculum Development, *Science Education, *Scientific Concepts, *Secondary School Science, Scientific Principles.	Start Date and End Date—starting and anticipated ending dates for the research project.
Bureau Number—project number assigned by the originator.	Start date—01-16-68 End date—04-30-68 A project to produce a modified course in Secondary School Chemistry for the isolated multiethnic schools of Southwestern New Mexico will be conducted to complete the planning phase that has been started, to design and produce the curriculum content,	
Proposal Date—when proposal was submitted.		
Informative Abstract.	of educational research. (AL)	Abstractor's initials.

EP 012 006 24
An Investigation of the Magnitude and Relationship Between Environment and the Rate of Information Processing Relative to Visual Stimuli Among Grade School Children.
 Investigator—Bosco, James And Others
 Western Michigan Univ., Kalamazoo.
 Bureau No.—BR-9-E-041
 Proposal Date—11 Sep 68
 Grant—OEG-5-9-325041-0034
 Descriptors—Child Development, *Cognitive Processes, Cultural Disadvantage, Elementary School Students, *Environmental Influences, Learning Processes, Sensory Deprivation, *Socioeconomic Status, *Visual Perception
 Identifiers—Region 5
 Start Date 1 Feb 69 End Date 31 Jan 70
 The magnitude of the relationship between environment and information processing rate of young children will be estimated in an attempt to provide empirical evidence regarding the influence of socioeconomic background upon cognitive functioning. Subjects will be grade school children in a metropolitan area in southwestern Michigan. Estimates of the information processing rates will be obtained by tachistoscopically presenting two stimuli (test stimulus, blocking stimulus) to each subject. The individual subject's information processing rate will be the interval between the stimuli required to process the first stimulus. Environment will be quantized using Duncan's "Socio-Economic Index." Analysis of the data will involve Pearson correlations and analysis of variance. (JH)

EP 012 007 24
A Cooperative Program in Urban Teacher Education.
 Investigator—Orr, Betty E. And Others
 Illinois Univ., Chicago.
 Bureau No.—BR-9-E-049
 Proposal Date—19 Sep 68
 Grant—OEG-5-9-235049-0036
 Descriptors—Cooperative Programs, Effective Teaching, *Interdisciplinary Approach, Relevance (Education), *Teacher Education, *Urban Teaching
 Identifiers—Region 5
 Start Date 1 Feb 69 End Date 30 Sep 69
 To plan for the education of teachers in a manner appropriate to existing urban conditions, selected University of Illinois at Chicago Circle Faculty, and selected personnel from District 19, Chicago School System, will conduct a pilot project in which to test a model of a cooperative teacher education program for the urban setting. This cooperative program will focus on the development of a unique Learning Center where

university personnel, neophyte teachers, local school staff, and special resource people concentrate their efforts in an interdisciplinary approach to fostering successful learning in youth and teachers within the urban milieu. Out of this, changes will hopefully be effected in: (1) the teacher education program of the university, by developing new teachers who are committed to the solution of the problems of urban education within a realistic frame of reference, (2) the involvement of school personnel in teacher education, through interacting with other members of the Learning Center in educational innovation, and (3) the structure and processes of the formal and informal learning experiences of children and youth, designed to enhance their intellectual and social competence. In a sense, this project will test the hypothesis that to the extent that all persons in a school-community-university complex can work cooperatively as learners, they can innovate changes in education. (JH)

EP 012 008 24
Longitudinal Study of Children's Oral Reading Behavior.
 Investigator—Goodman, Yetta M.
 Michigan Univ., Dearborn.
 Bureau No.—BR-9-E-062
 Proposal Date—18 Nov 68
 Grant—OEG-5-9-325062-0046
 Descriptors—*Beginning Reading, Child Language, Individual Development, Longitudinal Studies, *Oral Reading, Psycholinguistics, *Reading Development, *Reading Processes
 Identifiers—Region 5
 Start Date 15 Apr 69 End Date 14 Apr 70
 The observed development of oral reading in six selected young readers during their second and third years of reading in school will be described and used to formulate a concept of reading as a developmental process and testable hypotheses which can be researched with larger numbers of children. In a prior study, the reading development of six children was described during their first year of instruction. The same children will be used as subjects of this study. The children will read orally materials new to them, within their reading ability, at a minimum of seven different taping sessions with approximately two months between each taping. The miscues (errors) they make while reading orally will become the primary data of the study. The data collected will be analyzed to gain insights into: (1) The reading development that takes place; (2) The amount and type of miscues the child makes; (3) The child's comprehension of the material; (4) The relationship between the type of reading miscues the child makes compared

with the language structure of the materials read and the language structure of the child. The data gathered during this study will be compared with data analyzed in the prior research. (Author/JH)

EP 012 009 24
Development and Trial of Techniques for Teaching Contemporary Music to Young String Students.
 Investigator—Colwell, Richard And Others
 Illinois Univ., Urbana.
 Bureau No.—BR-9-E-082
 Proposal Date—1 Dec 68
 Grant—OEG-5-9-235082-0057
 Descriptors—Elementary Education, *Instructional Materials, *Material Development, Musical Composition, *Music Education, Music Techniques, Teaching Procedures, Teaching Techniques
 Identifiers—*Contemporary Music, Region 5, *Stringed Instruments
 Start Date 1 Jun 69 End Date 30 Aug 70
 To encourage the use of contemporary music for young string students, appropriate teaching methods and procedures will be developed, tested, and refined. The "Composer's Guide," developed by the principal investigator in an earlier project (BR-7-E-015), will provide the basic theoretical framework for the writing of pedagogical materials. In the present project, six well-known American composers will continue to write music for string students. Preparatory melodic and rhythmic studies will be written and tried in the project, and a teacher's manual will be developed. Six selected school systems will be involved in the experimental phase of the project. (Author/JH)

EP 012 010 24
Feasibility Study of Full Year Public School Operation by Detailed Analyses of Required Scheduling Plans and Accompanying Consequences.
 Investigator—Gove, James R. And Others
 Valley View School District Number 96, Lockport, Ill.
 Bureau No.—BR-9-E-112
 Proposal Date—12 Mar 69
 Grant—OEG-5-9-235112-0066
 Descriptors—*Extended School Year, Feasibility Studies, Public Schools, *Quarter System, Scheduling, *School Administration, *School Schedules, *Year Round Schools
 Identifiers—Region 5
 Start Date 1 Jun 69 End Date 30 May 70
 The Valley View School District will make an in-depth study of variations and accompanying consequences for the "45-15" continuous school

year plan. The plan breaks up the long summer vacation into four parts spread throughout the year and staggered so that the school plant is in continuous operation. It splits the total student population into four groups with each group in school for 45 school days and then on vacation for 15 school days four times a year. The advantages of the plan include: reduction of the number of students in school by one-fourth, full-year employment for teachers who want it, vacations for families in all seasons of the year, and reduction of dropouts because of sustained contact with schools. Three versions of the schedules needed for the plan will be prepared, based on priorities expressed by various individuals and groups in the community. The schedules will then be subjected to four types of detailed analysis: (1) feasibility for computer programming, (2) projected budget needs, (3) community relations, including the impact on teachers, and (4) comparison to other feasibility studies and available research. The analysis will delineate more clearly other problems that may need attention before the plan is put into operation, suggest a possible evaluation design, and provide information for other schools considering continuous school year operations. (Author/JH)

EP 012 011 24

An Experiment to Assess the Effectiveness of the Dictation Machine as an Aid to Teachers in Evaluation of Improvement of Student Composition.

Investigator—McGrew, Jean B.
Lincoln Public Schools, Nebr.

Bureau No.—BR-9-F-002

Proposal Date—21 Jun 68

Grant—OEG-6-9-09002-0061

Descriptors—Audio Equipment, Audiovisual Aids, *Composition (Literary), English Instruction, *Evaluation Techniques, Secondary Education, Student Evaluation, *Student Improvement, Tape Recordings

Identifiers—*Dictaphones, Region 6

Start Date 3 Feb 69 End Date 30 Jun 69

A study will be made of a technique designed to allow the English teacher to be more thorough and more effective in composition evaluation. This technique includes the use of the dictaphone as an aid to the teacher for the evaluation of student compositions and is based on the knowledge that people speak faster than they write. The technique should also allow the teacher more opportunity to spot individual problems, observe individual progress, and individualize assignments. Two groups of approximately thirty students will be selected at grades 9, 10, 11, and 12, i.e. a total of 150 students in each group. Students in the experimental group will be asked to number the lines of their compositions, and the teacher, while evaluating, will simply speak observations or corrections into a dictaphone by line number and summarize her comments at the end of the paper for each of several standardized categories. The control group will be evaluated by conventional means. At the end of one school year, a comparison of improvement factors will be made. (Author/JH)

EP 012 012 24

The Use of the Computer as a Unique Teaching Tool for Introductory Calculus.

Investigator—Schmidt, Harvey E.

Saint Louis Junior Coll. District, Mo.

Bureau No.—BR-9-F-041

Proposal Date—27 Dec 68

Grant—OEG-6-9-009041-0065

Descriptors—Autoinstructional Methods, *Calculus, College Mathematics, *Computer Assisted Instruction, Instructional Improvement, Instructional Technology, *Teaching Methods

Identifiers—Region 6

Start Date 17 Jun 69 End Date 10 Jun 70

The objective of this project is to identify specific conceptual difficulties students have in introductory calculus caused by their inability to perform certain necessary numerical computations by pencil and paper methods, particularly in the topical areas of limits, extrema, functional evaluation and integration, and to prepare and evaluate computer programs to be used by students to do the requisite calculations to gain a basic understanding of these topics. To facilitate evaluation, behavioral objectives will be written specifying for each selected topical area observable behaviors desired, conditions under which they will be observed, and appropriate per-

formance criteria levels. Thus a careful experiment can be designed and carried out to test the effectiveness of computer use by students on their performance relative to these mathematical concepts. The procedure will be as follows: During 8 weeks of the summer, topics will be selected, objectives written and validated, computer programs written and debugged, and the materials prepared for student use. The materials will be used during the next school year, evaluation being made in terms of their effectiveness in producing desired educational outcomes stated as objectives. The project may stimulate others to extend this effort to an entire three-course sequence in introductory calculus. (Author/JH)

EP 012 013 24

The Sight Method of Teaching Typewriting Technique and Keyboard.

Investigator—Ruddle, Eleanor S.

Fairfax County School Board, McLean, Va.

Bureau No.—BR-9-C-006

Proposal Date—28 Jun 68

Grant—OEG-3-9-090006-0019

Descriptors—Eye Hand Coordination, *Instructional Innovation, Psychomotor Skills, *Typewriting, *Visual Learning

Identifiers—Region 2, *Sight Typing, Touch Typing

Start Date 3 Feb 69 End Date 31 Aug 69

The purpose of this research is to test this hypothesis: That students who watch their fingers in the beginning weeks of typewriting instruction will develop better technique, feel, and confidence and show on test results significantly better speed and accuracy at the end of the school year than will be attained by students taught in the traditional learning method of watching their copy. Two groups of 120 students each will be involved, matched according to age, sex, grade average, and reading ability. Four teachers in two schools will be the instructors. The experimental group will be taught by the sight method of watching their fingers during the first 15 hours of learning (no copy will be used). The control group will be taught in the traditional manner: watching the fingers limited to the initial practice. After the first 15-hour period, experimental students will use the touch system and watch the copy, and will be taught in the same manner as those students in the control group. Monthly comparisons will follow for a time, testing for accuracy and speed. If the research hypothesis is supported by results, the method of teaching beginning typewriting could be revolutionized. (JH)

EP 012 014 24

An Analysis of the Goal Transformation Process of the Stated Goals of the West Virginia State Department of Education.

Investigator—Marockie, Henry R.

West Virginia Univ., Morgantown.

Bureau No.—BR-9-C-019

Proposal Date—68

Grant—OEG-3-9-090019-0016

Descriptors—Administrative Organization, *Educational Administration, Educational Objectives, Institutional Role, *Objectives, *Organizations (Groups), Policy Formation, *State Departments of Education

Identifiers—Region 2, West Virginia State Department of Education

Start Date 15 Jun 69 End Date 30 Jun 69

The purpose of this study is to identify and examine the conceptual syndrome which will permit assessment of three goal dimensions by which the stated goals of the West Virginia State Department of Education are transformed to the real organizational goals and to assess the consequences of this process in terms of the organization's operations. Specifically, the attempt will be to determine: (1) the mechanisms operating in the organization which establish a conceptual syndrome, (2) the organization's real goals, and (3) the consequences in the organization resulting from goal transformation. An open-ended interview guide, designed to assess three dimensions of goal transformation, proliferation, succession, and displacement, will be the primary data collecting instrument. Other unobtrusive sources of information will include handbooks, board minutes, and budgets. After the first seven interviews, the data will be analyzed for possible reorganization of the questionnaire. All levels of administrative personnel will be interviewed, but primary focus will be on the operating officials of

the organization rather than on the superiors. The study should show that sociological and organizational concepts of administration are applicable to the formal organization of education, and should indicate those areas in the organization, which, if given attention by the administrator could result in more efficient operations. (JH)

EP 012 015 24

Development of Criteria for the Identification of Preschool Children with Learning Problems.

Investigator—Sonstegard, Manfred

West Virginia Univ., Morgantown.

Bureau No.—BR-9-C-024

Proposal Date—14 Nov 68

Grant—OEG-3-9-580024-0049

Descriptors—*Behavior Change, Behavior Development, *Behavior Problems, Child Development, *Evaluation Criteria, *Identification, Learning Readiness, *Preschool Children, Problem Children, Psychological Needs, Self Concept

Identifiers—Region 2

Start Date 15 Jun 69 End Date 15 Sep 70

This study is designed to develop a well-defined set of criteria for identifying preschool children who pursue the useless fictive goals of attention-getting, power, revenge, and withdrawal within the learning environment, and to provide a clear and systematic scheme for redirecting this useless and detrimental behavior for use by teachers, counselors, and parents. Data to be used in the study will be behavioral information gathered longitudinally on 42 students who enrolled in kindergarten in 1960. These data, based on parental interviews, test results, anecdotal records, teacher observations, and clinical observations by child guidance professionals, will be evaluated to determine the expected and/or predicted development of each child. The statistical treatment will be a repeated measurements design, involving a combination of analysis of variance and correlational techniques. (JH)

EP 012 016 24

Changes in Perception and Self-Understanding As a Result of Participation in Group Counseling.

Investigator—James, Barbara E. And Others

West Virginia Univ., Morgantown.

Bureau No.—BR-9-C-029

Proposal Date—Nov 68

Grant—OEG-3-9-090029-0023

Descriptors—*Counselor Training, *Group Activities, Group Counseling, Interaction, *Perceptual Development, *Personal Growth, *Self Concept, Self Evaluation, Sensitivity Training, Training Techniques

Identifiers—Region 2

Start Date 15 Feb 69 End Date 14 Feb 70

An examination will be made of several aspects of a counselor training program aimed at developing the personality of the trainee through the use of techniques encouraging self-examination and self-assessment. The group techniques to be examined will be neither fact-oriented nor instructional. Generally, the purpose of the techniques will be to provide the participant with an opportunity to examine his behavior and the behavior of others, and to experience directly the effect that his behavior may have on others as he interacts with them in group sessions. The possibility of increasing the learning of the group participants will be examined by using a more direct feedback technique as a treatment variable. A measuring instrument, developed for this study, will be used to evaluate the training results. It is designed to evaluate both the behavioral and cognitive elements of group learning. (Author/JH)

EP 012 017 24

An Experimental Study to Examine the Responses of Sixth Grade Students to Programmed Instruction in Art and Evaluative Instruments Designed to Correspond to Selected Ability Trait Variables.

Investigator—Force, Lorraine S.

Appalachian State Univ., Boone, N.C.

Bureau No.—BR-9-C-033

Proposal Date—9 Jan 69

Grant—OEG-3-9-430033-0050

Descriptors—*Ability, Achievement Gains, *Achievement Rating, *Art Education, Grade 6, *Individualized Instruction, Individual Tests, *Programmed Instruction, Psychomotor Skills, Verbal Ability

Identifiers—Region 3

Start Date 15 Jun 69 End Date 14 Dec 70

This experimental study will examine the responses of sixth-grade students, identified as having high verbal and low motor or low verbal and high motor abilities, to manipulative and non-manipulative programed teaching-learning instruments and testing means designed to correspond with these specific ability traits. Approximately 500 students in North Carolina, Tennessee, and Virginia will be involved. Previous research by the investigator, in north Florida in 1968, indicated that there is significant need for programed instruction and testing means to be designed to relate to the subject ability traits. It will be the purpose of this study to examine results of ability-related instruments administered to children in a different and larger area than used in the initial study. Instruments will involve the teaching of the art concept of positive and negative volume in sculpture. An attempt will be made to determine whether or not learning achievement in the concept is increased through programed instruments, whether or not achievement increase results from the instruments being designed to correspond to special ability traits, and whether or not evaluative measurements of achievement are increased in effectiveness when they have been designed to correspond to the subject's special ability traits. (Author/JH)

EP 012 018 24

Development of a Program of Testing to Assess the Academic Potential and Program of Educationally and Economically Deprived College Students.

Investigator—Cortez, Harold M.
Kittrell Coll., N.C.

Bureau No.—BR-9-C-039

Proposal Date—21 Jan 69

Grant—OEG-3-9-430039-0048

Descriptors—*Academic Achievement, *College Students, Culturally Disadvantaged, *Disadvantaged Groups, Evaluation Methods, *Predictive Measurement, Standardized Tests, Success Factors, *Testing Programs, Test Reliability

Identifiers—Region 3

Start Date 15 Jun 69

End Date 31 Jan 71

An assessment will be made of the effectiveness of a wide variety of standardized tests in the academic and counseling programs of a small junior college with a predominantly Negro student body whose backgrounds are characterized by economic and educational deprivation. Specifically, the utility of the tests will be evaluated in terms of use for (1) identifying the strengths and weaknesses of students from deprived backgrounds and predicting their success in college; (2) developing student profiles which will be helpful in guidance and counseling; (3) providing data which will be useful in designing a program of developmental education; (4) comparing academic success under the present traditional curriculum and the program in developmental education now being formulated; and (5) identifying the student characteristics which are the best predictors of college success. In addition, non-academic predictors of college survival will be explored, and preliminary efforts will be undertaken in the area of remedial programs involving cognitive training. (Author)

EP 012 019 24

Programming Student Study Behavior in Undergraduate Courses.

Investigator—Witters, Donald R.

Bridgewater Coll., Va.

Bureau No.—BR-9-C-040

Proposal Date—19 Jan 69

Grant—OEG-3-9-560040-0057

Descriptors—Behavior Development, *Habit Formation, Programed Materials, *Programming, *Study Habits, Teaching Techniques, *Undergraduate Study

Identifiers—Region 3

Start Date 15 Jun 69

End Date 15 Dec 70

The purpose of this project is to examine a programed study procedure employing behavior theory concepts in teaching undergraduate course material. The procedure involves study units containing a specific assignment and study guide questions. When the student feels he has mastered the material, he is given a readiness test. While this test is not given a grade, he must achieve a specified performance criterion (80 percent correct) in order to progress on through the course. If he does not achieve this criterion, he is allowed to restudy the unit and to take

another readiness test. Progress through the course is contingent upon satisfactory performance. The effects of such a procedure are to be assessed in terms of (1) mastery of subject matter, (2) change and development of attitudes, and (3) maintenance and enhancement of interest in the course material. The project involves (1) the refinement of the course programing techniques by examining parameters previously suggested as relevant, (2) the further development of these techniques, and (3) the testing of the procedure's range of usefulness in a variety of course settings. Fourteen courses involving approximately 1500 undergraduate students and ten faculty members over an 18-month period will be involved in the refinement and testing of the techniques. (Author)

EP 012 020 24

The Adult's Judgment About Selected Leisure Activities.

Investigator—Cundiff, O.W.

Virginia Polytechnic Inst., Blacksburg.

Bureau No.—BR-9-C-048

Proposal Date—15 Nov 68

Grant—OEG-3-9-560048-0051

Descriptors—*Adult Education, Adult Students, *Educational Attitudes, *Educational Coordination, Educational Experience, Educational Planning, *Learning Activities, *Leisure Time, Opinions, *School Community Relationship, Student Needs, Surveys

Identifiers—Region 3

Start Date 1 Jun 69

End Date 31 May 70

The purpose of this study is to assess the degree to which adults consider certain of their leisure activities to be educational and to determine the relationship between these outcomes and the judgments which educators have previously rendered about the same activities. Data will be obtained from approximately 300 adults who are engaged in some type of educational activity, i.e., formal, informal credit, or non-credit. A three-part, self-administered questionnaire will be used, consisting of three instruments: "Leisure Activity Survey" (Litchfield), "Concept of Education Measuring Device" (Metcalf), and "A Survey of Opinions about the Degree to which Selected Leisure Activities are Educational" (Cundiff (to be developed)). Standard statistical techniques will be employed for measures of frequency distribution, for identifying relationships, and for determining significance between variables. Theoretically, the findings from the study should result in a partial answer to the question of why one activity is educational for some adults and not to others. Also by assessing the relationship between what educators have judged to be the adult's purpose for engaging in an activity and the adult's judgment about the educationalness of the activity, educators can reassess their positions in relation to the population they purport to serve. Thus, the activities designed to enhance the learning process can be refined or redirected so that the experience will be more effective as a learning tool for the participant and as a teaching and planning aid for the educator. (Author/JH)

EP 012 021 24

The Effectiveness of Special Programs for Rural Isolated Four-Year Old Children.

Investigator—Parker, Ronald K.

Florida State Univ., Tallahassee.

Bureau No.—BR-9-D-018

Proposal Date—3 Dec 68

Grant—OEG-4-9-190018-0030

Descriptors—Enrichment Programs, Language Development, *Learning Readiness, *Mobile Educational Services, Preschool Curriculum, *Preschool Programs, *Program Effectiveness, *Rural Education

Identifiers—Peabody Language Development Kit (Level P), Region 4

Start Date 15 Feb 69

End Date 1 Sep 69

An evaluation will be made of two approaches to preschool education for rural 4-year-old children which used a mobile laboratory as a classroom. Three groups of 12 children each will serve as subjects for the study. Group 1 will have participated in a structured preschool curriculum using the Peabody Language Development Kit, Level P. Group 2 will have participated in a general enrichment curriculum provided by films with supplementary introductory or followup activities. A third group will have not received any preschool education. Both internal and external

evaluations will be employed to document the changes across time of Group 1 and to determine if differences exist among the three groups on measures of school readiness, language, cognition, and intelligence. The project will provide a workable prototype of a mobile instructional unit to provide preschool education to young children in geographically isolated areas. Additionally, the research data will provide a careful independent evaluation of one potentially valuable preschool language development program (Peabody). (Author/JH)

EP 012 022 24

Visual Imagery Instruction and Non-Action Versus Action Situations Relative to Recall by Children.

Investigator—Taylor, Arthur M.

Indiana Univ. Foundation, Bloomington.

Bureau No.—BR-9-E-030

Proposal Date—68

Grant—OEG-5-9-245030-0023

Descriptors—Association (Psychological), *Associative Learning, Effective Teaching, Elementary Grades, *Imagery, *Instructional Improvement, Learning Processes, *Recall (Psychological), Teaching Techniques, Verbs, *Visualization, Word Recognition

Identifiers—Region 5

Start Date 15 Dec 68

End Date 14 Dec 69

To further clarify the conditions required for optimal use of imagery instruction, a study will be made to determine the main effects and interactions of five variables related to imagery control: action context, imagery instruction, grade level, context at testing, and stimulus concreteness. The major hypotheses to be tested are: (1) Nouns connected by highly active verbs are easier to associate than nouns connected by passive verbs; (2) Providing instructions to form mental images will result in a higher rate of correct associations than providing no such instructions; (3) The presentation of the sentence context at testing will be most effective when the sentence is active and the subject is instructed to form images; (4) Concrete nouns will be correctly associated more often than abstract nouns, even though the concrete and abstract nouns are equated for meaningfulness; and (5) Subjects instructed to form images will recall more associates from active sentences while subjects not given imagery instructions will recall an equal number of associates from passive and active sentences. Test subjects will be 96 students from each of grades 4, 5, and 6. Study results should provide leads for the development of more effective techniques for the teaching of imagery. For instance, if activity context is highly effective as a variable for improving learning, it would be logical to test the use of films, television, or some other active means of presenting material. The study should also determine at what grade level imagery can best be taught. (Author/JH)

EP 012 023 24

An Investigation of Relationships Between Teacher Processes and Student Achievement in Various Physics Courses.

Investigator—Schirner, Silas W. Smith, T.C., Jr.

Houston Univ., Tex.

Bureau No.—BR-9-G-044

Proposal Date—12 Sep 68

Grant—OEG-7-9-530044-0115

Descriptors—*Academic Achievement, Classroom Research, *Course Evaluation, *Effective Teaching, High School Curriculum, Physical Sciences, *Physics Curriculum, Physics Instruction, Science Education, Student Teacher Relationship, *Teacher Evaluation

Identifiers—Region 7

Start Date 15 Apr 69

End Date 15 Oct 70

This investigation will seek to determine which of various high school physics courses (Traditional Physics, Physical Science Study Curriculum, and Harvard Project Physics) results in maximum student achievement (physics content, critical thinking, and understanding scientific processes) and to identify the relationships between the teacher processes and outcomes in the various courses. Three groups of eight schools each which teach the various physics courses have been randomly selected for study. The testing program will consist of three tests that will be administered as pre- and post-tests. A composite score of the three measures will be calculated, and this score will be used as the criterion and the scale for teacher and course effectiveness. Each class in the study will be audio taped a

minimum of four times (two laboratory discussions and two lectures). Pupil-teacher interaction matrices will be obtained using Flanders' System for Verbal Interaction Analysis and analyzed to form a composite matrix for the classes scoring the highest total averages and one for those scoring the lowest total averages. A comparison will be made between these two matrices to determine if the teacher processes are the same. A comparison of individual categories will be made between the two composite matrices to further identify the teacher processes. Insights gained in the study should guide curriculum designers for the physical sciences in the intermediate grades. In addition, the audio tapes made in the classrooms could be used in teacher training. (JH)

EP 012 024 24

The Development of a Curriculum for Teaching Elementary and Secondary School Students the Dangers Inherent in the Use and Abuse of Dangerous Drugs.

Investigator—Trevino, Vidal M.

Laredo Independent School District, Tex.

Bureau No—BR-9-G-067

Proposal Date—6 Jan 69

Contract—OEG-9-530067-0123

Descriptors—*Curriculum Development, *Drug Abuse, Elementary Education, *Health Education, Narcotics, Secondary Education, Teacher Education

Identifiers—Region 7

Start Date 1 May 69 End Date 30 Sep 70

The purposes of this project are to: (1) Design a course of study which would teach the dangers of using drugs and narcotics, thus helping to eliminate or reduce their indiscriminate use; (2) Select and prepare a corps of teachers through the aid of experts in the field of drugs and narcotics and to develop, organize, and assimilate materials and services so that those teachers may incorporate them successfully into their teaching programs; (3) Offer counsel and guidance to students who may already be using some form of narcotic with hopes of rehabilitating them; (4) Make available to all districts, state and national, who are experiencing a narcotic problem in their schools the benefit of this research and its accomplishments; and (5) Translate the entire program into Spanish for bilingual programs. This curriculum development study will consist of two parts. Part I will consist of: the selection of those who will be the instructors in the program; the intensive training of these teachers by experts brought into the local community as consultants; a determination of what particular subject matter will be presented at each grade level; and an accumulation of materials and resources to be used and a decision as to what methods and procedures will be followed in the presentations. Part II will be the implementation of the program locally and then disseminating it to interested school districts. (Author/JH)

EP 012 025 24

A Formative Evaluation of the BSCS Program for the Academically Unsuccessful Student: Biological Science Patterns and Processes, Utilizing Criterion-Referenced Tests.

Investigator—Mayer, William V.

Colorado Univ., Boulder.

Bureau No—BR-9-H-012

Proposal Date—68

Grant—OEG-8-9-150012-2018

Descriptors—*Academic Achievement, Achievement Tests, Biological Sciences, *Biology Instruction, *Course Evaluation, Curriculum Evaluation, High School Curriculum, Learning Difficulties, *Low Achievers, Performance Tests, Special Education, Testing Programs

Identifiers—Biological Sciences Curriculum Study, BSCS, Region 8

Start Date 1 Jan 69 End Date 31 Dec 69

A critical and objective evaluation will be made of "Biological Science: Patterns and Processes," a program produced by the Biological Sciences Curriculum Study and released in 1966 as a course for the academically unsuccessful high school student. To ascertain the actual impact of the program on the academically unsuccessful, data will be gathered using criterion-referenced unit tests to be administered according to a parallel form Pre-test-Post-test design. Analysis of this data would provide a measure of the effectiveness of this pattern of instruction. A thorough analysis of a program specifically designed for the academically unsuccessful will

provide guidelines for recommended procedures found to be effective and will indicate further research necessary to identify additional procedures that can be effectively used with this too often neglected segment of the school population. (JH)

EP 012 026 24

The Identification of Talent Among Negro and White Students.

Investigator—Ellison, Robert L. Lawrence, R. James

Institute for Behavioral Research in Creativity, Salt Lake City, Utah.

Bureau No—BR-9-H-033

Proposal Date—11 Apr 69

Grant—OEG-8-9-540033-2026

Descriptors—*Ability Identification, *Background, *Caucasians, Family Background, Item Analysis, *Negroes, Predictive Validity, Socioeconomic Background, Success Factors, Talent Development, *Talent Identification

Identifiers—Region 8

Start Date 1 Jul 69 End Date 30 Jun 70

The central objective of this research is concerned with the identification of talent and with understanding its development and origins in terms of life history data particularly for Negroes. The research will involve an item analysis of data already available so that separate empirical keys on Negroes and Whites can be constructed from biographical data to predict academic performances and family income level (total sample size=11,246). In addition, an analysis will be carried out on a subsample of students (N=1,300) in integrated schools. (Author/JH)

EP 012 027 24

The Comparison of Two Forms of a Classroom Simulation Test Designed to Enhance Future Teachers' Self-Definition and Teaching Style.

Investigator—Garrison, Jesse H. Kersh, Bert Y.

Oregon Coll. of Education, Monmouth.

Bureau No—BR-9-I-033

Proposal Date—6 Sep 68

Grant—OEG-9-9-470033-0021

Descriptors—Comparative Analysis, Effective Teaching, Instructional Innovation, Multimedia Instruction, Objective Tests, *Preservice Education, Projective Tests, *Response Mode, *Self Actualization, *Simulation, *Teaching Styles

Identifiers—Region 9

Start Date 14 Feb 69 End Date 14 Oct 69

The basic goal of this project is to develop through research an instructional system of testing and interviewing which shows much promise as a means for assisting future teachers in their efforts to develop an appropriate and effective teaching style. The testing and interviewing system, initiated in connection with the junior block course at Oregon College of Education, employs classroom simulation films as test stimuli. The specific purpose of the project is to determine which of two test forms (objective and projective) is more effective. The objective test format involves students accepting or rejecting written statements about each problem after the films have been shown. The projective test format uses the free-response mode, with the simulated films used as test stimuli. The tests are used in an instructional manner by interpreting them to the students in a series of private interviews. The effectiveness of this approach will be evaluated by an analysis of video-tape recordings of each student's classroom performance in a live classroom setting. The two test modes will be compared by a statistical analysis of ratings, using a scale developed previously by one of the investigators. It is hypothesized that the free-response test mode will be more effective than the guided-response test mode. This developmental research project will be followed by a more intensive program to further refine the system. (Author/JH)

EP 012 028 24

Seminar on Scientific Publication.

Investigator—Dennis, Bernard K.

Battelle Memorial Inst., Columbus, Ohio.

Bureau No—BR-0-0074

Proposal Date—2 Sep 69

Descriptors—Communication (Thought Transfer), *Information Dissemination, *Information Retrieval, Information Utilization, *Publications, Sciences, *Seminars, *Technology

Start Date 1 Nov 69 End Date 31 Dec 69

A seminar will be held to consider: (1) the effectiveness of various forms of current scientific publications as vehicles for communicating information, and (2) innovations, techniques, and new approaches that are being or should be explored to (a) improve present procedures for collecting, presenting, and disseminating information or (b) amend or substantially revise these to make them more appropriate for user needs. Participants (30) in the seminar will include those who are involved in producing publications and information "packages" and those who use these products (who often are also generators of new information). It is expected that the discussions will help to focus creative thinking and activity in the realm of the production, publication, and use of information. (Author/JH)

EP 012 029 24

Instructional Television Programming in the Biological Sciences: A Restructured Format.

Investigator—Deogh, Richard N. And Others

Rhode Island Coll., Providence.

Bureau No—BR-8-A-044

Proposal Date—8 Apr 68

Grant—OEG-1-9-080044-0009

Descriptors—Audiovisual Aids, *Biology Instruction, Changing Attitudes, Effective Teaching, *Instructional Improvement, *Instructional Television, *Large Group Instruction, Student Teacher Relationship, *Television Instruction

Identifiers—Region 1

Start Date 14 Aug 68 End Date 30 Sep 69

A two-semester introductory course in the biological sciences planned for instructional television (ITV) will be used to study and exploit the potential attributes of ITV, i.e., allowing more personal interplay between student and teacher and illustrating concepts in a more effective manner than is practical or possible within traditional classrooms. A series of 64 ITV programs will take full advantage of all sources of visual materials including photographs, charts, diagrams, models, magnet figures, film and videotape clips, guest speakers and laboratory experiment-demonstrations. A workbook including expanded lecture notes, diagrams, charts and photographs for all ITV programs will be developed. The workbook will not only supplement student text and laboratory manual but will enable students to follow more closely the visualizations presented on the television screen. Between 500-600 students will enroll for the course. Scheduled videotape rebroadcasts will allow students to meet in groups of 25 to view two ITV programs per week. The programs will run approximately 35 minutes. The remaining 15 minutes of each period will be spent in discussion with a recitation leader. During the recitation period, students will discuss the information presented in the ITV programs and its relevance to related reading. Student attitude toward the ITV course will be evaluated by means of questionnaires, student grades and other statistical comparisons. Hopefully, the results will indicate that imaginative use of visual materials coupled with properly scheduled videotape rebroadcasts can greatly affect student attitude toward ITV and create greater personal interplay between student and teacher within courses of large enrollment. (Author/JH)

EP 012 030 24

The Development and Evaluation of Instructional Units Which Utilize the Farm Management Principle Approach to Young Adult Farmer Education.

Investigator—Drake, William E. Peirce, Harry E.

Cornell Univ., Ithaca, N.Y.

Bureau No—BR-8-B-097

Proposal Date—68

Grant—OEG-2-9-420097-1004

Descriptors—*Agricultural Education, Agricultural Production, *Curriculum Development, *Curriculum Evaluation, Decision Making Skills, *Farm Management, Units of Study (Subject Fields), Vocational Agriculture, *Young Farmer Education

Identifiers—Region 2

Start Date 1 Aug 68 End Date 31 Jul 69

The central problem of this study is to develop and measure the effectiveness of instructional units which are designed to enable young adult farmers to develop the ability to use farm management principles when making decisions. A knowledge of farm management principles and their application will enable farmers to determine the most favorable relationship between inputs

and outputs and therefore help them to make wise decisions regarding the use of their resources. The instructional materials will be developed based on a careful perusal of existing units in the field and on advice from agricultural education and farm management authorities. The effectiveness of the materials will be examined through their use in the young farmer programs of 24 schools. Eight of the schools will be randomly selected to serve as the control group and will teach farm management in their usual manner. Eight additional schools will be randomly selected and assigned to use the developed instructional units with teachers receiving prior instruction on their use at inservice meetings. The last eight schools will be randomly selected to use the developed units without prior instruction on their use. Post-tests and appraisal questionnaires will be prepared and administered to obtain effectiveness measures. The results will be evaluated and interpreted to determine which instructional approach was most effective and also the relationship between learning and a number of independent variables. The units will be revised according to evaluation information. (JH)

EP 012 031 24

The Role of Secondary Education in the Development of Indigenous Leadership in American Indian Communities.

Investigator—Sieber, Sam D. And Others
Columbia Univ., New York, N.Y.

Bureau No.—BR-8-B-117

Proposal Date—25 Apr 68

Grant—OEG-5-9-420117-1010

Descriptors—*American Indians, *Community Leaders, Educational Experience, Educational Responsibility, High School Role, Indigenous Personnel, *Leadership, *School Role, *Secondary Schools

Identifiers—Athapascans, Oglala Sioux, Region 2
Start Date 16 Sep 68 End Date 30 Sep 69

An investigation will be undertaken to explore the impact of the educational systems on the plans of Indian high school students in two Indian cultures, the Oglala Sioux of the Pine Ridge Reservation in South Dakota and the Athapascans in interior Alaska. Viewing high school as a potential agency of socialization for leadership roles, the research will focus on (1) investigating the plans of Indian students who have successfully completed at least 3 years of their secondary schooling and the ways in which these plans are facilitated or inhibited by the students' educational experiences, and (2) identifying leadership potentialities among the students by examining their participation in school activities, their grades, nomination by faculty, and their sociometric standing among peers; and determining to what extent the more qualified students are planning to remain in (or return to) the Indian community. Information about the students' identities, plans, and attitudes toward their education will comprise the dependent variables of the study. Independent variables will consist of the characteristics of two types of school systems within each of the Indian communities (Federal school and mission school in South Dakota and Federal and state schools in Alaska), including attitudes of school personnel, resources for guidance, and sociocultural settings. The study is intended as an exploration of variables to be examined more systematically in future research. Statistical data will be used mainly to describe attitudes and experiences of students, and attitudes and practices of school personnel, with appropriate comparisons between subcultures and school systems within the two Indian cultures. (JH)

EP 012 032 24

A Computer-Based Feedback Model for Simulation Exercises.

Investigator—Boardman, Gerald R. And Others
Wisconsin Univ., Madison.

Bureau No.—BR-8-E-167

Proposal Date—7 Jun 68

Grant—OEG-5-9-595167-0014

Descriptors—Administrative Personnel, *Administrative Problems, Autoinstructional Methods, *Computer Assisted Instruction, Decision Making, Educational Administration, *Feedback, Problem Solving, *School Administration, *Simulation

Identifiers—Region 5

Start Date 1 Sep 68

End Date 31 Aug 69

The investigator will seek to set up a computer-based feedback model of secondary principal and superintendent in-basket simulation exercises by way of a teletype terminal. The two primary objectives of the study will be to develop a reliable model which will provide a consistent and objective feedback to simulation exercises for school administrators and to expedite the collection and analysis of data resulting from a situational in-basket procedure. The model will be refined in a pilot study with graduate students in educational administration, and then further tested with various groups of administrators and potential administrators who are participating in regional inservice workshops set up for the preparation and training of school administrators. For a reliability analysis, the scores from the computer-based feedback model will be correlated with a set of pretests measuring such attributes as professional and general knowledge, vocational interests, basic mental abilities, and basic personality factors. In addition, subjective evaluations as measured by the "Teacher Reaction Form," the "Principal Behavior Description Questionnaire, and a form called "Performance Ratings for School Principals" will be included. Moreover, scoring category and component scores compiled from a Score Sheet Matrix obtained from a manual content analysis will be used to verify reliability. It is hoped that the model will stimulate the development of additional and improved simulation materials and that it will be useful in obtaining new information about administrative decision-making behavior and the cognitive and affective context in which it takes place. Emerging from the model should be further insights into the nature of the style of administrative performance, the qualification and selection of administrators, and their preparation and training. (Author/JH)

EP 012 033 24

Long-Term Perceptual Memory in Educable and Trainable Retardates and Children with Learning Disabilities.

Investigator—Raskin, Larry M. Fong, Louella J.

Purdue Univ., Lafayette, Ind.

Bureau No.—BR-8-E-174

Proposal Date—14 Jun 68

Grant—OEG-5-9-245174-0024

Descriptors—Educable Mentally Handicapped, *Handicapped Children, Learning Disabilities, *Memory, *Mentally Handicapped, Mental Retardation, *Perceptual Development, Perceptually Handicapped, Trainable Mentally Handicapped, Visualization, *Visual Perception

Identifiers—Region 5

Start Date 1 Sep 68

End Date 31 Aug 69

Research will be undertaken to investigate the long-term effects on visual perception of training received in a single, brief experimental session. The visual illusion of apparent movement (movement perceived in the absence of real movement, such as in the cinema) will be used to study long-term perceptual memory. The experimental paradigm will include a training session, a retention interval, and a test session. By varying the length of the retention interval, it will be possible to assess the long-term effects of the perceptual experience received in the training session. The amount of experience provided in the training session will also be varied to determine how much training is necessary for the memory to endure for different periods of time. The attempt will be to ascertain whether educable and trainable mental retardates require more training to establish enduring visual memory, and whether the influence of such memory on perception is lost more quickly by these children than by normals. A group of children with learning disabilities will be included to see whether this type of difficulty affects long-term perceptual memory. Appropriate groups of normal children will be used as control subjects. As far as is possible, all subjects will be matched according to mental age. In the training session, all subjects will be shown a film containing 30 or 60 repetitions of an arrow and square presented in sequence. Since the two sequentially presented forms are very different, most subjects will see them as stationary; apparent movement will not be seen. Either 3 minutes or 24 hours later, the initial form, the arrow, will be presented in sequence with an identical arrow, a condition in which apparent movement is usually seen by normal adults and children. Whether the training experience has a last-

ing effect will be indicated by the number of reports of movement or no movement by each group of subjects. If the effect has endured, then the subjects will report two successively presented, stationary forms; if not, apparent movement will be seen. (Author/JH)

EP 012 034 24

Authoritarianism and Time as Influences on Decision Making.

Investigator—Traylor, Elwood B.

Wichita State Univ., Kans.

Bureau No.—BR-8-F-065

Proposal Date—28 Mar 68

Grant—OEG-6-9-008065-0040

Descriptors—*Cognitive Development, *Decision Making Skills, *Emotional Problems, Personality, Programed Instruction, Teacher Education, Teaching Skills, *Time

Identifiers—*Authoritarianism, Region 6

Start Date 1 Sep 68

End Date 31 Jan 69

The principle objective of this research is to examine the decision-making process of prospective teachers to determine to what extent time and authoritarianism influence the decisions made about emotionally relevant problems. In previous work done by the investigator, it was shown that decisions could be improved by strengthening intellectual skills through instruction. This effort will be extended to see if the instruction persists through a period of time and continues to improve decision making. In addition, authoritarianism will be examined as it relates to decision making: (1) the influence of this variable on decision making about emotionally toned problems and (2) its susceptibility to control by instruction and set. Subjects used in the research will be students from the beginning course in Educational Psychology. The instruments used will be the Minnesota Teacher Attitude Inventory, the California F Scale, a programed instruction unit, and a 40-item syllogism test. The MTAI will be used to determine the attitudes of the subjects toward specific statements that are used as conclusions on the 40-item syllogism test. The California F Scale will be used to determine authoritarianism of the subjects, and the programed instruction unit will be used to develop the intellectual skills relevant to the solution of the problems. Subjects will be pretested on the syllogism test at the beginning of the semester. They will be arranged into high and low authoritarianism on the basis of the California F test scores. Before administering the programed instruction unit, the high and low authoritarian groups will be divided at random into groups which will be administered the syllogism test immediately after program and 1 week later. The results will be analyzed in a 2 x 2 table with analysis of covariance to determine the significance of authoritarianism and time on the reduction of attitude errors. (Author/JH)

EP 012 035 24

The Development of Informal Tests of Reading and the Analysis of the Reading Performance of Adults Attending Basic Education Classes.

Investigator—Leibert, Robert E.

Missouri Univ., Columbia.

Bureau No.—BR-8-F-089

Proposal Date—68

Grant—OEG-6-9-008089-0045

Descriptors—*Adult Basic Education, Adult Education Programs, *Illiterate Adults, Literacy Education, Measurement, Performance Criteria, *Reading Ability, Reading Comprehension, *Reading Tests, *Test Construction

Identifiers—Region 6

Start Date 1 Nov 68

End Date 31 Mar 69

The purposes of this project are (1) to develop informal reading instruments specifically designed for adult illiterates which can be used to measure word pronouncing ability, silent and oral reading ability and comprehension; (2) to analyze the reading performance of adults attending basic education classes to provide baseline data on the reading performance of these adults. Two forms of the informal tests will be constructed and revised until they are comparable. Three aspects of reading will be sampled by using graded word lists, graded passages and a measurement of comprehension. Two forms of the informal tests will be constructed from materials relevant to adults and the materials used in their instruction. These tests will be administered to small samples of adults and revised until the levels prove to in-

crease in difficulty and the two forms yield similar results. At this point, the tests will be administered to a random sample of 60 adults and their performance recorded and analyzed. These instruments should improve diagnostic information for the planning of instructional procedures. Baseline data should be helpful in evaluations of the educational program and in providing information about the expected performance of adult illiterates. (Author/JL)

EP 012 036 24

A Year Long Field Testing of the Program Budgeting and Accounting System Developed by the Midwestern States Educational Information Project to Lay the Foundation for Planning, Programming, Budgeting Systems in School Districts.

Investigator—Lokken, Harry And Others

Minnesota National Laboratory, St. Paul.

Bureau No—BR-8-F-118

Proposal Date—22 May 68

Grant—OEG-6-9-008118-0057

Descriptors—*Accounting, Cost Effectiveness, Decision Making, *Educational Finance, *Evaluation Methods, Pilot Projects, *Program Administration, *Program Budgeting, Program Planning, Quality Control, Resource Allocations, *School District Spending, Systems Analysis

Identifiers—Midwestern States Educational Information Project, PPBS, Region 6

Start Date 1 Dec 68 End Date 30 Nov 69

The program cost accounting system developed by the Midwestern States Educational Information Project (MSEIP) will be field tested in a Minnesota school district for the 1969 fiscal year. The objectives will be to refine and extend the chart of accounts specified by the MSEIP, to illuminate the difficulties of using such an accounting system, to demonstrate the feasibility of using such a system, to identify the staff and financial resources necessary for using such a system, to provide reactions and suggestions for the initial draft of a new state financial accounting manual, and to stimulate school district interest in adopting a cost accounting system which will eventually lead to a complete program planning, budgeting system for schools. Benefits to be realized with program accounting over traditional accounting by objects of expenditures (salaries, employee benefits, contracted services, supplies, etc.) will be (1) allocation of resources among alternative programs or educational needs, based on an evaluation of effectiveness of individual programs; (2) description of desired accomplishments, rather than merely objects of expenditure; (3) development of a cost-quality awareness among school administrators, school boards, and lay citizens; (4) grouping of all operational units or programs together for individual or collective analysis according to comparative standards; (5) aiding in uniform and accurate comparisons of both fiscal programs' - and educational programs' - effectiveness among the various educational agencies; (6) provision of type and degree of data specifically needed for intelligent predictions of future fiscal and educational programs through the budget preparation; and (7) aiding the establishment of fiscal responsibility and accountability, thereby safeguarding the stewardship of public funds. (Author/JH)

EP 012 037 24

Use of Predictive Characteristics Derived from One High School to Identify Dropouts at Another School.

Investigator—Walters, Nancy

Central Missouri State Coll., Warrensburg.

Bureau No—BR-8-F-131

Proposal Date—20 Jun 68

Grant—OEG-6-9-008131-0056

Descriptors—Academic Failure, Discriminant Analysis, *Dropout Identification, High School Students, Measurement Techniques, *Potential Dropouts, Predictive Measurement

Identifiers—Region 6

Start Date 15 Nov 68 End Date 31 Aug 69

An attempt will be made to identify characteristics which differentiate dropouts and persisters among pupils at Northeast High School (Kansas City, Missouri) and to apply weightings derived from these identified characteristics to predict future dropouts at East High School (Kansas City, Missouri). Subjects will be 531 dropouts from Northeast High from the years 1965-66 and 1966-67 compared with 531 ran-

domly selected persisters of those same years. For cross-validation, 149 dropouts of East High for the year 1967-68 will be compared to 149 randomly selected persisters. Fourteen characteristics have been selected from the literature which might differentiate dropouts and persisters. These variables will be used to assign each pupil to a classification matrix by a program of multiple discriminant analysis. Placement of a student into the matrix will be on the basis of which group—dropout or persister—he most resembles. Continuous variables to be used are grade point average, number of retentions, I.Q., reading test scores, mathematics test scores, number of different schools attended, absences, frequency of tardiness, birth order, father's occupation, and four annual teacher ratings—work habits, responsibility, self-control, and getting along with others. To cross-validate, the discriminant function coefficients from the 2-year program at Northeast High will be substituted for coefficients of the year of cross-validation for students at East High. (Author/JH)

EP 012 038 24

A Guide for Performing Arts Programs in Elementary and Secondary Schools.

Investigator—Stephenson, Jack R.

New Mexico Univ., Albuquerque.

Bureau No—BR-8-G-045

Proposal Date—1 Feb 68

Grant—OEG-7-9-410045-0095

Descriptors—Administrator Guides, *Cultural Enrichment, *Curriculum Development, Elementary Schools, *Program Guides, *Resource Guides, School Involvement, Secondary Schools, *Theater Arts

Identifiers—Region 7

Start Date 1 Dec 68 End Date 31 May 70

A guide will be developed to set forth what educators in the elementary and secondary schools should know in presenting performing arts programs. The guide will be designed to explain the educational objectives, procedures, methods, and uses of such performances with special emphasis on arts teaching within the school. Unlike most available materials, the guide will not attempt to build a body of knowledge about an art form, but will offer instead useful insights into the induction of meaning from the experience itself. The main objective of the guide will be to define the role of participants and supply them with simple guidelines. Participants include administrators, planners, performers, arts specialists, teachers, educators engaged in training the performers, evaluators, and, most important, interested members of the community. It is hoped that the guide will encourage educators to make greater use of the performing arts as a vital part of the curriculum. (Author/BF)

EP 012 039 24

A Study in Comparative Music Education: An Evaluation of Techniques Employed in Elementary and Secondary Schools in Selected Foreign Countries.

Investigator—Cykler, Edmund A.

Oregon Univ., Eugene.

Bureau No—BR-8-I-074

Proposal Date—12 Dec 67

Grant—OEG-9-9-470074-0075

Descriptors—Classroom Observation Techniques, *Comparative Education, Elementary Schools, Instructional Materials, International Education, *Music Education, *Music Techniques, Program Evaluation, Secondary Schools, *Teaching Techniques, Video Tape Recordings

Identifiers—Region 9

Start Date 30 Jun 69 End Date 30 Apr 70

Firsthand evidence and information will be gathered on the methods and techniques actually employed in the classrooms of elementary and secondary music education of a selected number of foreign countries. By means of this data, the effectiveness of the techniques and methods (and materials) used will be evaluated so that a more reasonable and useful application can be made of them in the schools of the United States. Data are to be collected in two ways: (1) through personal on-the-spot observation, and (2) through the use of video-tape recordings of actual classroom exercises. Arrangements already made will enable such procedures to be used in selected schools in Japan, The Philippines, Israel, Hungary, Czechoslovakia, Russia, Yugoslavia, Germany, Austria, Denmark, Sweden, The Netherlands, and England. It is expected that similar arrangements

will be made with Bulgaria, Rumania, France, and Italy. This study should give the American music teacher an understanding of the rationale behind the use of foreign music materials and methodologies based on their use in original situations, and an evaluation of the results achieved by their use under these conditions. This contribution will be made through the written word and the video-tape recordings. (Author/JH)

EP 012 040 24

Decision Strategy as a Function of Sense Modality.

Investigator—Simmons, Helen

Oregon Univ., Eugene.

Bureau No—BR-8-I-113

Grant—OEG-9-9-470113-0030

Descriptors—*Aural Learning, Cognitive Processes, Concept Formation, *Decision Making, Elementary School Students, Grade 4, *Individual Differences, *Learning Characteristics, Learning Processes, Psycholinguistics, *Sensory Experience, *Visual Learning

Identifiers—Region 9

Start Date 14 Feb 69 End Date 14 Aug 69

An investigation will be made of the effects of relative auditory and visual modality strength on learning and decision strategy in an elementary school-age population. Specifically, answers to four empirical questions will be sought: (1) Can children be reliably separated according to relative auditory and visual sequencing ability? (2) Do children who are identified as auditorily or visually "strong" exhibit different decision strategies in processing visual or auditory information? (3) When reinforcement is made contingent upon correct performance in the child's least strong modality, to what degree does the intermodality strength remain constant? (4) Are there significant discrepancies between predicted and actual decision strategies within different experimental conditions of monotony? Fourth-grade children randomly drawn from six schools in Eugene, Oregon, will be administered the sequencing tests of the Illinois Test of Psycholinguistic Abilities (ITPA) on two separate occasions for purposes of identifying a group who are auditorially and a group who are visually "strong," and whose "strength" remains stable on a test-retest basis. All subjects will be required to perform in two simplified decision tasks in a repetitive choice situation. One of the tasks will require auditory processing of information, the other visual processing. A further interest of the study will be the examination of the stability (over a 6-month period) of relative auditory and visual sequencing strength as identified at the outset by ITPA performance. Data will be analyzed for boys and girls separately using nonparametric statistical techniques. If in this study, modality strength is found to be stable and its influence on learning and decision strategy predictable, training procedures using this fact could be experimentally introduced into controlled field application. (Author/JH)

EP 012 041 24

Experimental Honors Project—Evaluation Development and Student Selection.

Investigator—Weitman, Morris Bierman, Judah

Portland State Coll., Oreg.

Bureau No—BR-8-I-118

Proposal Date—20 Mar 68

Grant—OEG-9-9-470118-0002

Descriptors—Academic Performance, *Admission Criteria, Advanced Programs, *College Curriculum, *College Freshmen, *Curriculum Evaluation, Evaluation Techniques, Experimental Curriculum, *Honors Curriculum, Measurement Instruments, *Performance Tests

Identifiers—Region 9

Start Date 1 Jul 69 End Date 30 Jun 70

Appropriate measurement tools will be developed for evaluation of the outcome of an experimental honors curriculum and the selection of students more likely to benefit from participation in the honors program. Basically, the goals of the program are the same as those intended to be achieved by student completion of the usual set of required courses. For the first year, the freshman honors student will replace his usual potpourri of courses with an introduction to "Symbols, Codes and Dialogue: Language for Self and Society." This new curriculum is not merely a rearrangement of old materials taught in the traditional manner but rather will be a unified introduction to the discrete bodies of language that

now exist in diverse disciplines. Evaluation tools will be of three types: (1) already existing performance measures, (2) modifications of existing performance measures, and (3) new instruments developed through this project. Since the new curriculum promises to be something quite different from the usual college course offerings, it is likely that several new evaluation instruments will be required. The development of selection procedures will focus on other attributes in addition to the generally accepted ones, aptitude and achievement. Of probable relevance to success in honors programs are such attributes as motivation and aspiration, intellectual curiosity, precision of conceptual coding and matching, generic coding, and disjunctive thinking. The first year's work will be concerned entirely with the development of evaluation tools and with the identification and measurement of the variables predictive of success in the honors program. (Author/JH)

EP 012 042 24
Factors Resulting in Variations in Citizen Interest, Involvement and Support of Their Local School Systems.

Investigator—Agger, Robert E.

Oregon Univ., Eugene.

Bureau No—BR-8-1-122

Proposal Date—Apr 68

Grant—OEG-9-9-470122-0025

Descriptors—*Citizen Participation, *Community Attitudes, Community Involvement, *Community Support, Culturally Disadvantaged, *School Support, *School Taxes, Social Differences

Identifiers—Oregon, Region 9

Start Date 14 Feb 69 End Date 14 Aug 70

This is a project to test hypotheses on data already collected concerning the causes of increases and decreases in citizen interest and involvement in local school affairs. The hypotheses concern a multitude of variables at several levels of theoretical concern. There are community level variables, such as size and economic base of communities, personal orientations (social psychological) variables, and personal activity or behavior (social, economic and civic structure) variables. The data come from random samples of citizens in five Oregon cities. The cities range in size from small towns of about 2,000 population to Portland, a city of about 385,000 people. The data were collected in 1963, 1964, and 1966. The samples were in part panel studies such that for some respondents there are three measurements, while for others there are two or one measurement. Separate samples and panels were drawn of the White and Black subcommunities of Portland at all three time periods. The project will pay particular attention to culturally disadvantaged citizens, Black and White, since preliminary analysis has revealed a degree of potential support for their schools on their part that is not recognized in the folk-lore of the politics of education. Their attitudes towards programs of vocational education and the like are of special concern in this context. (Author/JL)

EP 012 043 24
The Value of Aesthetic Judgment in Music in the Assessment of Musicality of Elementary School Children.

Investigator—Kyme, George H.

California Univ., Berkeley.

Bureau No—BR-8-1-146

Proposal Date—15 Apr 68

Grant—OEG-9-9-140146-0023

Descriptors—*Achievement Tests, Auditory Perception, Aural Learning, *Elementary School Students, *Measurement Techniques, *Music Education, *Music Theory, Perceptual Development, Rating Scales

Identifiers—*Aesthetic Judgment, Aesthetic Sensitivity Education, Musicality, Region 9

Start Date 14 Feb 69 End Date 30 Aug 70

The primary objective of this research project is to develop a test of musical achievement whose central criterion will be musical sensitivity as evidenced by the ability to make aesthetic judgments in music. The aesthetic responses of elementary school children in the Manhattanville Music Curriculum program will be explored to determine what the typical responses are, what the normal rate of development in aesthetic sensitivity to music is, and in which ways those students rated by their teachers as most musical will differ in sensitivity from those assessed as least musical. The test will be comprised of paired

short pieces, one of which will be a systematic mutilation of its essence, as its melody, harmony, or rhythm. The test will first be administered to 1800 children in a California PACE project and 1600 children in a California Title III project. Only those items differentiating between most musical and least musical will be selected for the final test, to be administered to 2000 Manhattanville children. Besides evaluating student growth in musicality, the test is expected to reveal the effects of training in creating and experiencing contemporary music on children's aesthetic development. (Author/BF)

EP 012 044 24
Chart-Recorded Capillary Pulse Pressure Measurement as an Unobtrusive Means of Detecting Unspecified Frame-Specific Flaws in Programmed Instruction Sequences: An Experimental Study.

Investigator—Fraleigh, Lawrence E., Jr.

University of Southern California, Los Angeles.

Bureau No—BR-8-1-161

Proposal Date—68

Grant—OEG-9-9-140161-0012

Descriptors—*Affective Behavior, *Evaluation Techniques, Experimental Programs, *Programmed Materials, Psychophysiology, Reactive Behavior, *Response Mode, Validity

Identifiers—*Capillary Pulse Pressure, Region 9

Start Date 15 Nov 68 End Date 14 Nov 69

An experimental study will be conducted whose primary objective will be to evaluate the usefulness of chart-recorded capillary pulse pressure (c.p.p.) measurements in the validation, analysis, and testing of programmed instructional sequences. It is hypothesized that flaws in the construction of programmed instructional sequences will result in a decrease in the level of affect of subjects who encounter them. Three types of flaws will be used in the study: unfamiliar terms, confusingly worded information, and excessively large difficulty increments between frames. Students (approximately 100) in grades 8 through 10 will be divided into three test groups and one control group. A small pulse transducer will be taped to the subject's skin at any convenient place on the body; this instrument will be connected to a chart recorder which records a continuous c.p.p. wave pattern. The programs will be presented in ringbinders, one frame to a page, and turning a page to the next frame will make an electrical contact with the incident marker on the chart recorder. The control group will work through relatively flawless versions of three different short programs on creative problem solving. The three test groups will work through versions of these programs into which have been inserted critical frames containing the specified flaws, only one flaw to a frame and only one such critical frame to a program. The insertion of the flaws will rotate through the three programs so that each subject in the test groups will encounter each of the flaw types only once. The recorded c.p.p. measurements will be evaluated to determine sensitivity to (1) changes in level of affect during specific encounters with single difficult frames and (2) possible lingering effects in subsequently encountered frames after subjects are confused on an earlier frame. (Author/JH)

EP 012 045 24
The Prediction of Ego Functioning in College from Behavior and Performance in Secondary School.

Investigator—Heyl, James T. Taube, Irvin

Phillips Exeter Academy, Exeter, N.H.

Bureau No—BR-9-A-008

Proposal Date—26 Aug 68

Grant—OEG-1-9-090008-0105

Descriptors—Academic Achievement, *College Students, Content Analysis, Emotional Adjustment, *Performance Factors, Personality Problems, *Prediction, *Secondary School Students, Student Evaluation, *Student Records

Identifiers—Region 1

Start Date 1 Mar 69 End Date 30 Nov 69

An attempt will be made to predict academic performance and emotional adjustment among college students from readily available data in the files of secondary schools. Preliminary analysis performed on data from a sample of Exeter students who attended Harvard College indicates that a standardized content analysis of teachers' reports from secondary schools are valuable in such predictions. This study will complete the analysis of the Exeter data and develop these pre-

dictions for future testing on a random sample of secondary school students. The data analysis from the present study will indicate the importance of teachers' reports as predictors in comparison with family background, intellectual aptitudes, secondary school grades, and disciplinary data. It will also delineate statements in the teachers' reports which predict future academic success, which are indicative of different types of subsequent emotional problems, and which are not good predictors. Finally, the data analysis will suggest the characteristics of teachers whose reports are the best predictors of the students' college career. This study will make an original contribution to both the literature of adolescent psychology and education and will prove extremely valuable to school administrators in advising students about their current difficulties and future plans. (Author/BF)

EP 012 046 24
Graphic Representation of Musical Concepts: A Computer Assisted Instructional System.

Investigator—Heller, Jack J. Campbell, Warren C.

Connecticut Univ., Storrs.

Bureau No—BR-9-A-056

Proposal Date—27 Mar 69

Grant—OEG-1-9-090056-0115

Descriptors—*Computer Assisted Instruction, Man Machine Systems, *Musical Composition, *Music Education, Music Techniques, *Student Developed Materials, Student Participation, *Teaching Techniques

Identifiers—Region 1, *Tone Line

Start Date 16 Jun 69 End Date 1 Jan 70

The purpose of this study is to develop a system of tone generation by digital and analog techniques and to test its feasibility and application to the teaching of music. The completed system will be tested at several grade levels, using both normal and exceptional children as subjects. Instead of the often frustrating traditional approach to music education, an objective of the study will be to demonstrate the usefulness of the tone-line (a graphic analog of pitch and loudness) in teaching musical concepts. A computer-assisted method of presenting musical concepts by means of graphs drawn by students and teachers is being developed. Development and testing of an operational system is proposed which will utilize a special purpose high speed analog to digital, digital to analog converter, a general purpose digital computer (IBM 360-65), and a tone synthesizer (Moog). A major project will be the design and construction of an analog plotting board and the preparation of computer software. An evaluation of the completed system will be based upon comparative student performance. For example, at each grade level tested, the ability of a non-instrument playing student will be compared by analysis of variance with the ability of a musically adept student in using the device for a particular musical task. (Author/BF)

EP 012 047 24
Measurement of Children's Attitude Changes Towards the Performing Arts.

Investigator—Howard, James R. And Others

Education Collaborative for Greater Boston,

Cambridge, Mass.

Bureau No—BR-9-A-060

Proposal Date—24 Mar 69

Grant—OEG-1-9-090060-0116

Descriptors—*Changing Attitudes, Cultural Enrichment, *Elementary School Students, Fine Arts, Grade 4, Grade 5, Grade 6, *Theater Arts

Identifiers—Region 1

Start Date 24 Feb 69 End Date 24 May 70

Attitude changes of 2400 public school children in fourth, fifth, and sixth grades towards the performing arts will be measured. Live performances in the form of Lecture-Demonstrations in Ballet, Drama, Music, and Opera will be presented to groups of elementary school children, and involve them in the arts through participation in workshop programs. An evaluation will be made of the relative effectiveness of the demonstrations and workshops. The findings will indicate the extent to which the performing arts can improve grade school children's attitude towards the arts. Further, they will indicate which pupils can benefit most from this exposure, privileged or culturally disadvantaged children. These results will be seen as the opening wedge

in the future use of the performing arts to heighten the excitement of the classroom learning situation. (Author/JL)

EP 012 048 24

The Self-Critique of the European Universities: A Study of Recent Ideas of University Reform of the Organizations of University Teachers and Students in the Federal German Republic, France, and Great Britain.

Investigator—Birnbaum, Norman
Amherst Coll., Mass.

Bureau No.—BR-9-A-064

Proposal Date—16 Apr 69

Grant—OEG-1-9-090064-0117

Descriptors—*Educational Change, Educational Needs, Faculty Organizations, *Higher Education, *Student Attitudes, Student Organizations, *Teacher Attitudes, Universities

Identifiers—*European Universities, France, Great Britain, Region 1, West Germany
Start Date 1 Jul 69 End Date 15 Jul 70

Proposals for university reform of organizations of university teachers and students in West Germany, France, and Great Britain will be examined in terms of (1) curriculum, (2) pedagogic method, (3) the internal organization of the universities, and (4) new relationships between the universities and the society outside them. The effects of these proposals on actual reform of the universities will also be examined. Finally, a general comparison of European university teacher and student criticism of their universities with criticism of American universities emanating in the United States from similar groups will be attempted. The final report, it is expected, will serve those in American higher education as a summary of a body of thinking and experience not readily available in this country (nor anywhere as the object of a single study). (Author/JH)

EP 012 049 24

Design for a High School Business Game.

Investigator—McNair, Douglas D. West, Alfred P., Jr.

Institute for the Study of Inquiring Systems, Philadelphia, Pa.

Bureau No.—BR-9-B-032

Proposal Date—1 Oct 68

Grant—OEG-2-9-480032-1024

Descriptors—*Business Education, *Computer Assisted Instruction, *Educational Games, High Achievers, *High School Curriculum, Instructional Innovation, Simulation, Slow Learners, Student Needs

Identifiers—Region 2

Start Date 2 Jan 69 End Date 1 Aug 69

A computer-based business game will be developed and used as a teaching tool in high school business-related courses. The game will be constructed in modules that can be linked together in a variety of ways to achieve a different game configuration for different class needs and a changing configuration over time to parallel the progression of the class. The game package will include the simulated environment and instructions for the participants, game administrator, and installation personnel. (Author/JL)

EP 012 050 24

Visual and Aural Learning in Urban Children.

Investigator—Williams, Joanna P. Levy, Ellen I.
Pennsylvania Univ., Philadelphia.

Bureau No.—BR-9-B-039

Proposal Date—30 Sep 68

Grant—OEG-2-9-480039-1023

Descriptors—*Aural Learning, Disadvantaged Youth, Elementary Education, Paired Associate Learning, Secondary Education, *Urban Youth, *Verbal Learning, *Visual Learning

Identifiers—Region 2

Start Date 13 Jan 69 End Date 8 Mar 70

The relative efficiency of visual and aural learning of 240 young urban students (grades 2, 4, 6, 8, and 10) will be studied. Additionally, comparisons will be made of urban children from middle-class and disadvantaged schools on visual and aural learning. A paired-associates task will be used. The results of the study are expected to provide: (1) Further knowledge about the nature and effectiveness of visual and aural learning in an urban population, (2) Further knowledge concerning appropriate methods of comparing learning abilities of middle-class and disadvantaged children, and (3) New insights into implications for classroom instruction. (JL)

EP 012 051 24

The Effect of Playback of Group Counseling on the Self-Concept of Teacher Education Students.

Investigator—Miller, David Flood, Bernard

Marist Coll., Poughkeepsie, N.Y.

Bureau No.—BR-9-B-063

Proposal Date—68

Grant—OEG-2-9-420063-1034

Descriptors—*Group Counseling, Group Relations, Methods Courses, Practicums, Preservice Education, *Self Concept, Student Attitudes, *Teacher Education

Identifiers—Region 2, *Taped Playback

Start Date 20 Sep 69 End Date 19 Sep 70

A study will be made to investigate the influence that immediate and delayed taped playback of group counseling will have on the individual's self-concept and his interpersonal support values. Each treatment group of no playback, audio playback, and video playback will be scheduled for immediate playback after the counseling session is completed, and for delayed playback 2 days later. Participants will be 48 male student trainees in a methods course of a teacher education program. The specific function of group counseling will be the clarification and elaboration of the students' feelings regarding their teaching practicum and anticipated problems in teaching. (JL)

EP 012 052 24

Inconsistency in Home Environment and Readiness for Achievement Orientation at School.

Investigator—Reimanis, Gunars Schaefer, Martin D.

Corning Community Coll., N.Y.

Bureau No.—BR-9-B-065

Proposal Date—68

Grant—OEG-2-9-420065-1036

Descriptors—*Academic Achievement, *Achievement Need, Behavior, College Students, Counseling, Educational Improvement, Elementary School Students, *Family Environment, Motivation, Orientation, *Perceptual Development, *Readiness, *Rewards

Identifiers—Region 2

Start Date 1 May 69 End Date 30 Apr 70

This study will test the hypotheses that inconsistent home environments fail to provide the child with the perception that his rewards are related to his behavior efforts, and that this lack of perception interferes with his educational progress. Eighty elementary school pupils and two hundred college students will be used in the study. Relationships between achievement orientation readiness, home environment, and school achievement will be assessed. A better understanding of the home and classroom environments that help or hinder the student's achievement at school should result. In addition, the study will provide information concerning methods that may help to set a favorable environment through teacher, parent, and student counseling for achievement orientation. (JL)

EP 012 053 24

Children's Verbalization and Conceptual Performance as a Function of Age, Social Class and Task Difficulty.

Investigator—Gever, Benson E.

Hahnemann Medical Coll. and Hospital, Philadelphia, Pa. Institute for Learning.

Bureau No.—BR-9-B-078

Proposal Date—68

Grant—OEG-2-9-480078-1048

Descriptors—Academic Achievement, *Age Differences, *Complexity Level, Intelligence Quotient, Language Ability, *Problem Solving, *Socioeconomic Status, Sorting Procedures, *Verbal Ability, Verbal Development

Identifiers—Region 2

Start Date 1 Apr 69 End Date 31 Jan 70

This study will test the following hypotheses: (1) That the verbalizations of the child in a problem-solving situation are related to other measures of language, conceptual performance, educational achievement, and general I.Q.; (2) That the verbal productivity of the child increases as a result of cognitive maturity (age) and the conceptual demands of the task; (3) That lower status children will display deficiencies with respect to all measures of relevant verbalizations. Within middle and low social status areas, schools and nurseries will be selected from which age-level subsamples (4-, 6-, and 8-year-olds) will be drawn. Each subsample will consist of 20 subjects with equal distribution of males and females. In

addition to standard measures of language and educational achievement, a conceptual scoring task will be employed with three variations of task difficulty to assess spontaneous verbalization during solution activity. Post-test inquiries will be used to explore the child's capacity to verbalize a principle of task solution. It is expected that the results of this study will suggest useful principles for implementing early language training programs. (Author/JL)

EP 012 054 24

Structure and Control of Education in Denmark, Finland, Iceland, Norway and Sweden: A Comparative Study of Selected Educational Legislation.

Investigator—Josephson, Bragi S. And Others
Western Kentucky Univ., Bowling Green.

Bureau No.—BR-9-C-003

Proposal Date—28 Jun 68

Grant—OEG-3-9-090003-0018

Descriptors—*Comparative Education, *Educational Administration, *Educational Legislation, International Education

Identifiers—Region 2, *Scandinavian Countries

Start Date 15 Feb 69 End Date 14 Feb 70

The major purpose of this study is to identify, compare, analyze, and evaluate the legal basis for the educational systems and the structure of school administration in five Scandinavian countries; Denmark, Finland, Iceland, Norway, and Sweden. The study will be based primarily on contemporary laws, effective December 31, 1967, on education in the Scandinavian countries. (JL)

EP 012 055 24

Situational Variables and Efficiency of Concept Learning. Wisconsin Research and Development Center for Cognitive Learning, Project 0101.

Investigator—Klausmeier, Herbert J. Davidson, Robert

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Bureau No.—BR-5-0216-01-01

Proposal Date—1 Jun 69

Contract—OEG-5-10-154

Descriptors—*Cognitive Development, *Cognitive Measurement, Componential Analysis, *Concept Formation, Conceptual Schemes, *Developmental Guidance, Individualized Instruction, Learning Processes, *Motivation Techniques, Research and Development Centers, Semantics

Start Date 1 Sep 64 End Date 31 Jul 71

This project is part of the ongoing program "Conditions and Processes of Learning" of the Wisconsin Research and Development Center for Cognitive Learning, University of Wisconsin at Madison (Project BR-5-0216, EP 000 754). The objectives of the project are to: (1) Identify the conditions that facilitate concept learning in the school setting and describe their management; (2) Develop and validate a schema for evaluating the student's level of concept understanding; (3) Develop and validate a model of cognitive processes in concept learning; (4) Identify conditions associated with motivation for school learning and describe their management. Knowledge concerning the semantic components of concept learning is being generated through basic research in environmentally controlled laboratories. In connection with a system of concept learning, three closely related sets of materials will be developed: a model of the cognitive processes in concept learning; a schema for testing the level of concept mastery; and a guide for teaching concepts. The guide for teaching concepts will be in the context of individually guided education. Development of a system of individually guided motivation is also in progress. Research for development of the concept learning materials will be conducted in school settings. (ON)

EP 012 056 24

Motivation and Individual Differences in Learning and Retention. Wisconsin Research and Development Center for Cognitive Learning, Project 0102.

Investigator—Farley, Frank H.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Bureau No.—BR-5-0216-01-02

Proposal Date—1 Jun 69

Contract—OEG-5-10-154

Descriptors—*Cognitive Processes, *Individual Differences, *Learning Motivation, Learning

Processes, Memory, Recall (Psychological), Research and Development Centers, *Retention
Start Date 1 Sep 64 End Date 31 Jul 71

This project is part of the ongoing program "Conditions and Processes of Learning" of the Wisconsin Research and Development Center for Cognitive Learning, University of Wisconsin at Madison (Project BR-5-0216, EP 000 754). The first objective of this project is to generate new knowledge of the learning and memory process, and especially to determine the rate of individual differences and motivation-attention in this process. The second, but long-term, goal is the development of a theory of individual differences and motivation, learning and retention. The third objective is to develop practical means, based on the knowledge generated by the research as well as synthesized from other sources, to maximize the retention of verbal material through motivational operations and precise knowledge of the contributions of individual differences. In connection with research on motivation and individual differences, the four major operational plans are as follows: (1) Studies into effects of motivational manipulations during learning. (2) Studies into effects of motivational manipulations following learning. (3) Studies into effects of motivational manipulations during recall. (4) Studies of individual differences in learning and retention. These studies will be conducted both in university laboratories and schools. A series of theoretical papers, instructional guidelines, and individual differences measures will be developed. (ON)

EP 012 057 24
Task and Training Variables in Human Problem Solving and Creative Thinking. Wisconsin Research and Development Center for Cognitive Learning, Project 0103.

Investigator—Davis, Gary A.
Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Bureau No—BR-5-0216-01-03
Proposal Date—1 Jun 69
Contract—OEC-5-10-154

Descriptors—*Creative Thinking, *Creativity, Instructional Materials, *Problem Solving, Research and Development Centers, *Training Techniques

Start Date 1 Sep 64 End Date 31 Jul 71
This project is part of the ongoing program "Conditions and Processes of Learning" of the Wisconsin Research and Development Center for Cognitive Learning, University of Wisconsin at Madison (Project BR-5-0216, EP 000 754). The objectives of this project are to investigate the acquisition and utilization of creative thinking and problem-solving techniques and to prepare and test related training materials. There is need to focus upon the "what" and "how" of teaching creative thinking. Previously, the effort has been to translate existing professional-level creative thinking principles and procedures into materials suitable for school-age children. Definition is needed. It is rare to find a clear statement of precisely what is to be taught when one "teaches creativity." Some training procedures are being clarified in the laboratory concurrently with the writing of creativity training materials. These materials are being field tested in elementary and junior high schools. Research is being conducted in environmentally controlled laboratories with subjects of different ages; in order to identify basic variables which influence human problem solving in different kinds of problem situations. The final results of this project will lead to a tested theory of creative problem solving as well as to training techniques. (ON)

EP 012 058 24
Language Concepts and Cognitive Skills Related to the Acquisition of Literacy. Wisconsin Research and Development Center for Cognitive Learning, Project 0104.

Investigator—Caffee, Robert C. Venezky, Richard L.
Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Bureau No—BR-5-0216-01-04
Proposal Date—1 Jun 69
Contract—OEC-5-10-154

Descriptors—*Cognitive Ability, Evaluation Techniques, *Language Skills, *Literacy, Reading Ability, *Reading Achievement, *Reading Processes, Research and Development Centers, Skill Development
Start Date 1 Sep 64 End Date 31 Jul 71

This project is part of the ongoing program "Conditions and Processes of Learning" of the Wisconsin Research and Development Center for Cognitive Learning, University of Wisconsin at Madison (Project BR-5-0216, EP 000 754). This project's basic goal is to determine the processes by which children ages 4 to 7 learn to read and to identify the specific reasons why many children fail to acquire this ability. Another aim is to understand the cognitive skills and language concepts which are important for learning to read. Analysis of reading as a skill and development of techniques for evaluation and training of this skill is the approach of the research. The overall research strategy is to focus on a skill assumed to be related to learning to read, to study the skill as extensively as possible, to develop tests for evaluating the level and developmental pattern of this skill in children, and finally to attempt to relate this skill to reading achievement and to other skills which have been investigated. The ultimate goal is the early detection and amelioration of skill deficits which will lead to reading failure; it is a goal of intervention and prevention. (ON)

EP 012 059 24
Peer Group Pressures on Learning. Wisconsin Research and Development Center for Cognitive Learning, Project 0107.

Investigator—Allen, Vernon L.
Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Bureau No—BR-5-0216-01-07
Proposal Date—1 Jun 69
Contract—OEC-5-10-154

Descriptors—*Concept Formation, *Interpersonal Competence, Learning Experience, *Learning Processes, Peer Groups, *Peer Relationship, Research and Development Centers, *Socialization
Start Date 1 Sep 64 End Date 31 Jul 71

This project is part of the ongoing program "Conditions and Processes of Learning" of the Wisconsin Research and Development Center for Cognitive Learning, University of Wisconsin at Madison (Project BR-5-0216, EP 000 754). Two main objectives provide the focus for this project: (1) To identify the effects of peer group pressures on the utilization of concepts already learned. (2) To identify how peer group pressures affect the learning of new concepts. The project focuses primarily at the level of the individual, and experimental subjects for research activities are college-age, and elementary and secondary school-age children. The overall strategy is to investigate such variables as independence, interdependence, ordinal position, and social support, and then to relate cognition and behavior within the context of responses under group pressures. The research is directed toward understanding the sociopsychological basis (e.g., positions and leadership), and the effectiveness of social support in reducing conformity to the group. (ON)

EP 012 060 24
A Structure of Concept Attainment Abilities. Wisconsin Research and Development Center for Cognitive Learning, Project 0111.

Investigator—Davidson, Robert And Others
Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Bureau No—BR-5-0216-01-11
Proposal Date—1 Jun 69
Contract—OEC-5-10-154

Descriptors—*Cognitive Ability, *Concept Formation, *Conceptual Schemes, English, Grade 4, Mathematics, Models, Research and Development Centers, Sciences, Social Studies, Test Construction
Start Date 1 Sep 64 End Date 31 Jul 71

This project is part of the ongoing program "Conditions and Processes of Learning" of the Wisconsin Research and Development Center for Cognitive Learning, University of Wisconsin at Madison (Project BR-5-0216, EP 000 754). The general objectives of this project are: (1) To identify basic concepts in English, mathematics, science, and social studies appropriate at a given grade level; (2) To develop tests to measure achievement of these concepts; (3) To identify reference tests for cognitive abilities; (4) To study the relationships among learned concepts in certain subject-matter areas, cognitive abilities, and possibly certain cognitive styles; (5) To formulate a model or structure of concept attainment. The study is an attempt to relate concept attainment in several selected subject-matter fields to an underlying structure of intellect. The

results of the study should provide a basis for deriving implications for the teaching of the concepts in the four subject-matter fields. A major result of the project will be a factorial structure of concept attainment abilities showing new knowledge regarding the relationships of concepts in English, mathematics, science, and social studies; cognitive abilities; and cognitive styles. Another result will be a set of cognitive abilities tests appropriate for 4th graders. (ON)

EP 012 061 24
Prototype Instructional Systems: Elementary Mathematics. Wisconsin Research and Development Center for Cognitive Learning, Project 0201.

Investigator—Van Engen, Henry And Others
Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Bureau No—BR-5-0216-02-01
Proposal Date—1 Jun 69
Contract—OEC-5-10-154

Descriptors—Classroom Techniques, Concept Formation, *Elementary School Mathematics, Inservice Programs, *Instructional Programs, Instructional Television, *Mathematical Concepts, *Mathematics Instruction, *Modern Mathematics, Research and Development Centers, Systems Approach
Start Date 1 Sep 64 End Date 31 Jul 71

This project is part of the ongoing program "Processes and Programs of Instruction" of the Wisconsin Research and Development Center for Cognitive Learning, University of Wisconsin at Madison (Project BR-5-0216, EP 000 754). The project is divided into three components. The first component, "Patterns in Arithmetic" will be completed in FY 69. Teacher manuals, student workbooks, and 15-minute videotaped instructional materials for grades 1-6 will be developed. These will provide a complete program of instruction for pupils and also an inservice program in modern mathematics for elementary teachers. The second component involves development-based research in school settings: (1) To produce materials and assessment procedures for a program of Individually Guided Mathematics for grades K-6; (2) To produce a related outline of concepts and cognitive skills; (3) To identify cognitive processes involved in learning mathematics. The third component involves the development of a computer management system in elementary mathematics. (ON)

EP 012 062 24
Prototype Instructional Systems: Elementary Science. Wisconsin Research and Development Center for Cognitive Learning, Project 0203.

Investigator—Pella, Milton O.
Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Bureau No—BR-5-0216-02-03
Proposal Date—1 Jun 69
Contract—OEC-5-10-154

Descriptors—Classification, *Concept Formation, *Elementary School Science, *Environmental Education, *Instructional Design, Matter, Performance Factors, Readiness (Mental), Research and Development Centers, *Science Instruction, Scientific Methodology, Systems Approach
Start Date 1 Sep 64 End Date 31 Jul 71

This project is part of the ongoing program "Processes and Programs of Instruction" of the Wisconsin Research and Development Center for Cognitive Learning, University of Wisconsin at Madison (Project BR-5-0216, EP 000 754). The objective of this project is to develop an instructional system in science for grades K-6. Research will be conducted to identify the relationships between the level of maturity of the learner, and his ability to form classificational, correlational, and theoretical concepts. The activities will focus on two major domains: "The Particle Nature of Matter" and "Environmental Management." In addition to developing a taxonomy of concepts in both areas, studies will be conducted to determine which factors such as the nature of the concept, methodology of instruction, and maturity of the learner are associated with learning of science concepts. (Author)

EP 012 063 24
Individually Guided Elementary Language Arts. Wisconsin Research and Development Center for Cognitive Learning, Project 0204.
Investigator—Otto, Wayne Golub, Lester S.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Bureau No.—BR-5-0216-02-04

Proposal Date—1 Jun 69

Contract—OEC-5-10-154

Descriptors—Behavioral Objectives, Cognitive Processes, *Elementary School Students, *Individualized Reading, Instructional Design, Instructional Materials, *Instructional Technology, *Language Arts, Pilot Projects, *Reading Programs, Research and Development Centers, Systems Approach
Start Date 1 Sep 64 End Date 31 Jul 71

This project is part of the ongoing program "Processes and Programs of Instruction" of the Wisconsin Research and Development Center for Cognitive Learning, University of Wisconsin at Madison (Project BR-5-0216, EP 000 754). The primary objective of this project is to develop and refine through research and field testing an elementary system of reading and writing skill development. Concept and cognitive skills will be identified, and related behavioral objectives will be formulated and validated. Assessment tools and procedures will also be developed and verified. Such supporting materials as instructional aids, teacher guides, and pupil and teacher activities will be developed. Development, development-based research, and verification will be conducted in Multiunit Elementary Schools. (Author)

EP 012 064 24

Prototypic Instructional Systems: The Teaching and Learning of Concepts in Verbal Argument. Wisconsin Research and Development Center for Cognitive Learning, Project 0205.

Investigator—Allen, Ronald R.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Bureau No.—BR-5-0216-02-05

Proposal Date—1 Jun 69

Contract—OEC-5-10-154

Descriptors—Concept Teaching, *Critical Thinking, *Curriculum Development, *Debate, *High School Students, Instructional Design, Programed Materials, Research and Development Centers, Taxonomy, *Verbal Communication

Start Date 1 Sep 64 End Date 31 Jul 71

This project is part of the ongoing program "Processes and Programs of Instruction" of the Wisconsin Research and Development Center for Cognitive Learning, University of Wisconsin at Madison (Project BR-5-0216, EP 000 754). The purpose of this project is to study critical thinking abilities related to verbal discourse. The objectives are to identify and clarify concepts in verbal arguments and to develop programed materials and related measuring instruments for teaching concepts in verbal argument at the high school level. Another objective is to identify and study the effects of different language variables on student assessment of verbal argument. A taxonomy of concepts in evaluating verbal argument has been developed and included in the curriculum materials. Another outcome of this project has been the development of tests for assessing student abilities in evaluating arguments. A terminal report of the project is in preparation. (Author)

EP 012 065 24

Facilitative Environments. Wisconsin Research and Development Center for Cognitive Learning, Program 03.

Investigator—Romborg, Thomas A.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Bureau No.—BR-5-0216-03

Proposal Date—1 Jun 69

Contract—OEC-5-10-154

Descriptors—Change Agents, Cognitive Development, *Educational Innovation, Individualized Instruction, *Inservice Teacher Education, Laboratory Schools, *Models, Research and Development Centers, *School Environment, *School Organization, State School District Relationship

Identifiers—*Multiunit Elementary Schools, Planned Change Project

Start Date 1 Sep 64 End Date 31 Jul 71

This is an ongoing program of the Wisconsin Research and Development Center for Cognitive Learning, University of Wisconsin at Madison

(Project BR-5-0216, EP 000 754). The objectives are: (1) to develop and test a new organizational pattern, the Multiunit Elementary School, for facilitating individually guided student learning, research and development activities on cognitive learning, and inservice teacher education in local schools; (2) to develop and test system-wide mechanisms which local systems can employ in utilizing knowledge and innovations (the Planned Change Project); and (3) to organize knowledge about personnel and organizational roles and functions in educational agencies for improving learning in schools. Dissemination of the Multiunit Elementary School, statewide and national, is underway. The target groups for these schools are teachers, administrators, teacher education institutions, and state education agencies. Educational personnel to implement Individually Guided Education in Multiunit Elementary Schools are being developed. The current program "Facilitative Environments" will be completed in FY 69 except for the writing of terminal reports. (Author/BF)

EP 012 066 24

Satellite Activities. Wisconsin Research and Development Center for Cognitive Learning, Program 03a.

Investigator—Klausmeier, Herbert J.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Bureau No.—BR-5-0216-03a

Proposal Date—1 Jun 69

Contract—OEC-5-10-154

Descriptors—*Cognitive Development, *Educational Innovation, *Personnel Selection, Research and Development Centers, *Research Projects, Research Utilization, Synthesis, *Teacher Education, Teacher Education Curriculum

Start Date 1 Sep 64 End Date 31 Jul 71

This is an ongoing program of the Wisconsin Research and Development Center for Cognitive Learning, University of Wisconsin at Madison (Project BR-5-0216, EP 000 754). The objectives of this program are to relate Center outputs to teacher education programs and practices, to relate University research capabilities in cognitive learning to the Center, and to identify and recruit personnel who may subsequently participate in the major programmatic thrust of the Center. Most of the activities in this program are short-term. Their main function will be to synthesize already completed research, explore new areas, or focus on a special problem of teacher education related to the Center's mission. (Author)

EP 012 067 24

Curriculum Development. Research and Development Center in Educational Stimulation, Program 02.

Investigator—Keach, Everett

Georgia Univ., Athens. Research and Development Center in Educational Stimulation.

Bureau No.—BR-5-0250-02

Proposal Date—1 Jun 69

Contract—OEC-6-10-061

Descriptors—Child Development, Comparative Analysis, Continuous Learning, *Curriculum Development, *Early Childhood Education, *Intellectual Development, *Interdisciplinary Approach, Research and Development Centers, Research Projects, *Sequential Programs

Start Date 1 Sep 65 End Date 31 Jul 71

This is an ongoing program of the Research and Development Center in Educational Stimulation, University of Georgia (Project BR-5-0250, EP 000 753). The aim of this program is to develop curriculum procedures and materials toward the Center's goal of "optimizing cognitive learning and development in children 3-12 through early, continuous, and sequentially structured stimulation." Initially efforts will be concentrated on children 3-8 years of age. Range of skills and understandings necessary for optimal intellectual development are encompassed by the seven subject-matter areas in which instructional procedures are being devised. These areas, as traditionally classified, are Art, Language Arts and Verbal Learning, Mathematics, Music, Physical Education, Science, and Social Science. The work is aimed at unifying the emerging conceptual frameworks of the several substantive areas by making them all consistent with a set of underlying principles about child growth and

development and a common understanding of the way children learn. There will be efforts in each area to make the conceptual framework and sequence of that particular "subject" explicit and to work toward making reinforcing or interfering links with other subject-matter areas explicit. The experimental school serving as the site for the development of the unified curriculum is the Arnold Elementary School in Clayton County, Georgia. (Author/BF)

EP 012 068 24

Developmental Psychology. Research and Development Center in Educational Stimulation, Program 03.

Investigator—Smock, C.D.

Georgia Univ., Athens. Research and Development Center in Educational Stimulation.

Bureau No.—BR-5-0250-03

Proposal Date—1 Jun 69

Contract—OEC-6-10-061

Descriptors—*Continuous Learning, Cultural Factors, *Curriculum Research, *Developmental Psychology, *Elementary School Curriculum, Environmental Influences, Generalization, *Intellectual Development, Learning Theories, Research and Development Centers, *Transfer of Training

Identifiers—Developmental Levels of Learning

Start Date 1 Sep 65 End Date 31 Jul 71

This is an ongoing program of the Research and Development Center in Educational Stimulation, University of Georgia (Project BR-5-0250, EP 000 753). The aim of the program is to provide the theoretical and knowledge base for the Center's attempts to "optimize cognitive learning and development in children 3-12 through early, continuous, and sequentially structured stimulation." The activities are concerned with providing a unified psychological scheme relevant to both the development of specific curriculum (e.g., mathematics) as well as the more generalized cognitive outcomes (e.g., problem solving). Course content and instructional process will be matched with the developmental characteristics of children. Studies of the curriculum programs will be conducted to determine: (1) what extent learning from a particular curriculum area is transferred or generalized to environmental settings outside the school, (2) the affective and motivational consequences of the programs, and (3) culture-free, impersonal factors of intellectual skill acquisition. The different developmental levels of intellectual growth will also be examined to ascertain the effects of sequence of learning on generalization from one level to another and the possibility of environmental factors facilitating transition from one mode of representation to another. (Author/BF)

EP 012 069 24

Evaluation. Research and Development Center in Educational Stimulation, Program 04.

Georgia Univ., Athens. Research and Development Center in Educational Stimulation.

Bureau No.—BR-5-0250-04

Proposal Date—1 Jun 69

Contract—OEC-6-10-061

Descriptors—*Behavioral Objectives, *Continuous Learning, *Curriculum Evaluation, *Early Childhood Education, Elementary School Curriculum, Evaluation Criteria, Evaluation Methods, Longitudinal Studies, *Program Evaluation, Research and Development Centers

Start Date 1 Sep 65 End Date 31 Jul 71

This is an ongoing program of the Research and Development Center in Educational Stimulation, University of Georgia (Project BR-5-0250, EP 000 753). The major objective of the Evaluation Program is to determine the effect of providing early and continuous educational stimulation to children, age 3-12, in comparison to what might be expected under prevailing instructional practices. Both a formative evaluation in each subject area and an overall, summative type will be planned and implemented. The evaluation team and project coordinators will collaborate to spell out objectives of instruction in behavioral terms suitable for establishing the appropriateness of particular tests and test items for appraising achievement of these objectives by children in the longitudinal study who have received early and continuous educational stimulation. To facilitate evaluation, a data bank will be developed and maintained. (Author/BF)

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